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ABSTRACT

The document describes a project designed to help the Asian adult bridge the language and cultural gap through a two-pronged approach to the problem: the development of curriculum materials designed to deal with the specific phonological and structural problems of the Chinese, Filipino, Japanese, and Korean students; and the sponsorship of in-service sessions for the purpose of giving the ESL (English as a Second Language) teachers a better understanding of the socio-cultural and linguistic backgrounds of their students. The document is organized into three major sections: a progress report, a description of in-service training sessions, and instructional materials. Three in-service training sessions are described: (1) socio-cultural-economic backgrounds of the Chinese, Filipinos, Japanese, and Koreans; (2) the linguistic backgrounds of the Japanese and Koreans; and (3) the linguistic backgrounds of the Filipinos and Chinese. The instructional materials section provides phonological charts, structural charts, and a sample lesson. The lessons are situationally oriented, structurally sequenced, and designed to develop oral communication skills as well as reading and writing skills appropriate to the beginning level student. A collection of press releases concludes the document. (Author/MW)

ASIAN PROJECT

BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP

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INTERIM REPORT

1971 - 1972

Office of Education Grant No. OEG-71-4409

The project reported herein was supported by a grant from the Department of Health, Education, and Welfare, Office of Education

Public Law 91-230, Title 3, Section 309(b)

Division of Career and Continuing Education

Los Angeles Unified School District

ED103703

INTERIM REPORT

BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP

An Adult Basic Education Program

Office of Education Grant No. OEG-71-4409

The project reported herein was supported by a grant from the Department of Health, Education, and Welfare, Office of Education

Public Law 91-230, Title 3, Section 309(B)

Division of Career and Continuing Education

Los Angeles Unified School District

1971-72

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I. Abstract

ABSTRACT

With the passage of the Immigration Act of 1965, the rigid quota system for the Asian nations was removed and a new method of determining immigration instituted, thus opening the gates into the United States to great numbers of Asians whose entry had hitherto been forbidden.

Asians immigrating to Los Angeles County increased from 22,004 to 44,949 during the decade between 1960 and 1970. The majority of these new immigrants are non-English-speaking, and furthermore they retain strong cultural patterns. Consequently, they face serious difficulty in finding employment and in otherwise fitting into the mainstream of American life--particularly in the complex urban society in which they usually find themselves.

Although English as a Second Language classes sponsored by the Los Angeles Unified School District exist in communities with a high Asian population, there are no instructional materials designed for the Asian adult ESL learner. And there are little or no resources available to the teachers to aid them in understanding the problems and needs of their Asian students.

Hence the project, "Bridging the Asian Language and Cultural Gap" was designed by the Adult Basic Education program of the district and funding obtained through the Office of Education, HEW, for the fiscal year 1971-72. The target population designated for the project comes from the four largest Asian immigrant groups: the Chinese, the Filipino, the Japanese, and the Korean.

Design of the Project

The project is designed to help the Asian adult bridge the language and cultural gap through a two-pronged approach to the problem:

1. The development of curriculum materials designed to deal with the specific phonological and structural problems of the Chinese, Filipino, Japanese, and Korean students.
2. The sponsorship of in-service sessions for the purpose of giving the ESL teachers a better understanding of the socio-cultural and linguistic backgrounds of their students.

The Lessons

In its first year of operation the project staff, consisting of teachers, linguists, and a media specialist, has developed and field-tested a series of lessons, complete with visuals, based on a corpus of phonological and syntactical data researched by the staff. This data is being utilized to predict possible problem areas in English for the Asian students.

Input from the communities on socio-cultural information is also being gathered in order to insure that the lessons would be relevant to the needs of the target population. The lessons are situationally-oriented, structurally-sequenced and designed to develop oral communication skills as well as reading and writing skills appropriate to the beginning level student.

In-service Training Sessions

Three major in-service training sessions for teachers of ESL to Asian adults were sponsored during the first year, at which time Chinese, Filipino, Japanese, and Korean speakers recruited from the community and local universities brought socio-cultural-linguistic information on the Asians. Originally designed for some 45 to 50 teachers, the series created great interest among the teachers in the district, and each session drew close to 150 participants.

Evaluation

An important feature of the project has been the evaluation of all phases of its work. Evaluation instruments have been devised by the staff to measure the effectiveness of the materials, as well as of the in-service training sessions.

An external evaluation team composed of a Chinese and a Japanese community, together with an educational institution representative, has made an intensive review of the project and its accomplishments during its first year of operation. The team's evaluation accompanies this Interim Report under separate cover.

PERSONNEL

Full-time and Part-time Staff

Title		
Project Director	Meets administrators qualifications in L.A. Unified School District. Staff member, Adult Education, L.A. Unified School District.	Responsible for the coordination of Specially-funded Programs for the L.A. Unified School District, Division of Adult Education.
Project Supervisor	Meets administrators qualifications in L.A. Unified School District. Staff member, Adult Education, L.A. Unified School District.	Responsible for the Adult Basic Education Program of the L. A. Unified School District.
Project Consultant	Meets teaching certificate requirements of L.A. Unified School District. Thorough knowledge of adult education and understanding of ESL teaching and linguistics. Knowledge of the learning problems of the non-English-speaking Asian adult. Experience in curriculum development in ESL instruction at the adult level.	Responsible for the direct supervision of all aspects of the project. Is directly responsible for the development, rewriting, and assessment of curriculum. Is directly responsible for the procurement of housing, supplies, and equipment. Is directly responsible for maintaining liaison with community organizations. Is directly responsible for all personnel involved in the project.
Temporary Teacher Consultants - 3	Ability to communicate and write in one of the following languages: Chinese (Mandarin and/or Cantonese), Japanese, Korean, and Filipino dialect. Knowledge in one of the listed Asian cultures. Meet teaching certification for Division of Career and Continuing Education, L.A. Unified School District.	Under supervision of the Project Consultant. Develop and prepare specific lessons, tapes, leaflets, and transparencies, etc. for the project. Create dialogues based on situational usage. Will act as the community and school liaison, dependent on his area of language expertise.

Audio-Visual Illustrator	Meet classification requirements of L. A. Unified School District.	Responsibility for the creation and production of all audio-visual materials and the duplication, in quantity, of all lessons, evaluative criteria, etc., under the supervision of the project consultant.
Clerk-Steno	Meets qualification and requirements of the L.A. Unified School District. Ability to communicate in an Asian language is desirable.	Type all materials developed by the Project Team. Maintain inventories of all materials. Maintain files for project. Type reports, bulletins, and stencils. Assist in the reproduction of instructional materials developed.

II. Progress Report

First Year Objectives

a. During the 1971-72 school year, the project staff will create written lessons and charts designed to assist ESL teachers of Japanese, Chinese, Filipinos, and Koreans with their specific language needs.

REPORT: The staff has made a contrastive analysis of each of the four language groups (both Cantonese and Mandarin for the Chinese) with English, and developed comparative phonological and structural charts. The language needs of these Asians have been established, based on information relating to their socio-cultural-economic backgrounds. This research has formed the corpus on which the structurally-sequenced, situationally-oriented lessons are being based.

b. During the project, the staff will develop tapes for the beginning level Asian students to assist them in English sound discrimination.

REPORT: Pronunciation drills based on phonological information have been created and the script being finalized for the presentation on tape.

c. Before the end of the project, the staff will design and develop situational transparencies and student worksheets which will assist the Asian student in everyday life situations.

REPORT: The first series of lessons based on everyday life situations with picture cards and transparencies as visual aids has been designed, developed, and tried out in field-test classes in the district.

d. As the instructional materials are developed, the project staff will field test and rate them on a five-point scale.

REPORT: The instructional materials have been field-tested and evaluated with staff-designed evaluation instruments.

e. Before the end of the 1971-72 school year, resource personnel will conduct a minimum of three in-service training sessions for ESL teachers regarding Asian culture and linguistic problems.

REPORT: The first in-service session took place on Saturday, December 4, 1971, and presented speakers from the four Asian groups on the socio-cultural-economic backgrounds of their people. Two in-service training sessions on linguistic information were held on February 5, 1972 and on June 3, 1972.

f. During the course of the project, the staff will conduct small group in-depth workshops for ESL teachers to familiarize them with the materials developed and methods of presentation.

REPORT: Staff members met with field-test teachers in small-group and individual meetings to orient them with the materials and to receive input from their field-testing.

g. At the conclusion of each in-service training session or workshop, 80% of the teachers will be able to pass with 80% accuracy a staff-designed evaluation regarding the materials presented.

REPORT: A cultural awareness evaluation form was utilized for the first in-service training session on the socio-cultural-economic backgrounds of the Asians. Forms measuring the

information gained on the linguistic backgrounds of the Asian students were utilized for the second and third in-service sessions. Both of these forms were staff-designed.

h. At the conclusion of the project, all instructional materials, behavioral objectives, test instruments, evaluations, surveys, and other pertinent data shall be made available at local, state, regional, and national levels by the project director.

REPORT: Presentations on the project have been made to the school board, the Curriculum Council of the Division of Career and Continuing Education, the Asian American Education Commission, the NAPCAE/AEA national conference, the national conference of the association for the Teachers of English to Speakers of Other Languages, and the state conferences of the California Association of Teachers of English to Speakers of Other Languages. The staff has also been in conversation with members of fellow projects in San Francisco and in New York. The complete work of the project will be made available at the conclusion of the renewal year in June, 1973.

III. In-Service Training Sessions

A. Session 1. The Socio-Cultural-Economic Backgrounds of the Chinese, Filipinos, Japanese, and Koreans

B. Session 2. The Linguistic Backgrounds of the Japanese and Koreans

C. Session 3. The Linguistic Backgrounds of the Filipinos and Chinese

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
Division of Career and Continuing Education

MEMORANDUM NO. 18 October 13, 1971

TO: Community Adult School, Occupational Center and Skills Center Principals

FROM: Abram Friedman, Assistant Superintendent

SUBJECT: ASIAN ESL PROJECT IN-SERVICE

The ABE program has been funded this year for a project entitled "Bridging the Asian Language and Cultural Gap." This is basically a support project designed to enrich and supplement existing and potential ESL classes, particularly for Asian minorities.

A staff of teachers and linguists is now engaged in laying the groundwork for the two basic components of the project:

1. The development of instructional materials designed specifically to meet the needs of the four major Asian groups: Japanese, Chinese, Korean, and Filipino.

2. The establishment of in-service sessions for ESL teachers having Asian students in their classes.

There will be field testing of the materials in 12 to 15 classes containing a large percentage of Asian students. At the conclusion of the project, all instructional materials will be made available to the district.

Any ESL teacher in either the district-funded or specially-funded program who is interested in professional growth in this area will be invited to apply for attendance at the paid in-service sessions. At these meetings, resource speakers from the Asian communities will present cultural and linguistic insights into the backgrounds of their people.

The first in-service session will deal with socio-cultural background information and has been set for Saturday morning, December 4, 1971, at the Instructional Materials Center Auditorium, 1061 Temple Street, Los Angeles, California 90012. The second session will focus on the linguistic problem areas of the Asians learning ESL and will take place on a Saturday morning in February, 1972. The final session in May will serve as an orientation for the implementation of the materials being developed by the Asian project staff.

The principals of the community adult schools, occupational centers and the skills centers are requested to see that all the ESL teachers in their program receive the attached letters and survey forms.

If there are any questions about the project, please call Robert Rumin, ABE Supervisor, at 687-4741 or Sadae Iwataki, Project Consultant, at 687-4740 (Marengo Center, Room 101).

AF/RCR/jh

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
Division of Career and Continuing Education

October 13, 1971

TO: Teachers of English as a Second Language

FROM: Robert Rumin, Supervisor
Adult Basic Education Program

SUBJECT: ASIAN ESL PROJECT IN-SERVICE

"Bridging the Asian Language and Cultural Gap" is the purpose of a project which was funded this year through the ABE program. It is basically a support project designed to enrich and supplement existing and potential ESL classes, particularly for Asian minorities.

The two basic components of the project are: (1) The development of instructional materials designed specifically to meet the needs of the four major Asian groups: Chinese, Filipino, Japanese, and Korean. (2) The establishment of in-service sessions for ESL teachers having Asian students in their classes.

During the year, materials developed by the project staff of teachers and linguists will be field tested in some 12 to 15 classes containing a large percentage of Asian students. At the conclusion of the project, all of the instructional materials will be made available to the district.

In-service sessions will deal with socio-cultural and linguistic background information on the Asian minorities, designed to give teachers insights into the specific problems and needs of these students. A series of three Saturday morning sessions is being projected for the year. They include:

1. Socio-cultural background information on the Chinese, Filipino, Korean, and Japanese immigrant by resource speakers (Saturday, Dec. 4, 1971, from 8:45 a.m. to 12:30 p.m.)

2. Linguistic information on the Asian languages as it relates to the learning of English as a Second Language (February, 1972).

3. Orientation for the implementation of the materials developed by the project staff (May, 1972).

ESL teachers with Asian students in their classes are invited to apply for attendance at these sessions. The sessions will be limited to 45 to 50 teachers. Teachers who do not have Asian students but who are interested in this area of ESL may also apply and will be invited on a space available basis. The participants will be paid at the rate of $4.83 an hour.

All ESL teachers are requested to fill out the attached survey form, regardless of whether or not they are interested in attending any in-service sessions. Please return the form by school or U.S. mail by Monday, November 1, 1971. For further information, please call Robert Rumin, ABE Supervisor, at 687-4741 or Sadae Iwataki, Project Consultant, at 687-4740 (Marengo Center, Room 101).

TEACHER'S REPLY CARD

DIVISION OF CAREER AND CONTINUING EDUCATION
ASIAN PROJECT SURVEY FORM ADULT BASIC EDUCATION PROGRAM

NAME_____ SCHOOL_____

CURRENT CLASS LEVEL(S)_____ APPROXIMATE CLASS SIZE_____

APPROXIMATE NUMBER OF ASIANS IN EACH CLASS:

Chinese_____
Filipinos_____
Japanese_____
Koreans_____

Other Asians: Country	Number
_____	_____
_____	_____

I am___am not___interested in attending the in-service sessions on the socio-cultural and linguistic backgrounds of Asians.

I will___will not___ be able to attend the in-service session on Saturday, Dec. 4, from 8:45 a.m. to 12:30 p.m. at the Instructional Materials Center, 1061 Temple St., Los Angeles, CA.

BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP

In-Service Training Session
December 4, 1971

I. SOCIO-CULTURAL-ECONOMIC BACKGROUNDS
OF THE CHINESE, FILIPINO, JAPANESE, AND KOREAN ESL STUDENTS

8:45 a.m.	OPENING REMARKS	Robert Rumin, Supervisor Adult Basic Education Sadae Iwataki, Project Consultant
8:55 a.m.	THE CHINESE	Pei-Ngor Chen, Project Director Demonstration Project for Asian Americans Introduction by Wei-lin Lei, Teacher-Consultant
9:35 a.m.	THE FILIPINO	Dr. Milagros Aquino California State College, Dominguez Hills Introduction by Neonetta Broussard, Teacher-Consultant
10:15 a.m.	QUESTION AND ANSWER PERIOD	

TEA

10:45 a.m.	THE KOREAN	The Rev. Peter H. Kwon, Chaplain L.A. County General/U.S.C. Medical Center Introduction by Young Ahn, Teacher-Consultant
11:25 a.m.	THE JAPANESE	Sachio Kano, Social Worker Oriental Service Center Introduction by Sadae Iwataki
12:05 p.m.	QUESTION AND ANSWER PERIOD	

EVALUATION

Note: Scheduled for February 5, 1972: The Linguistic Backgrounds of the Chinese, Filipino, Japanese, and Korean Students

Los Angeles Unified School District
Division of Career and Continuing Education - Adult Basic Education

November 10, 1971

OUTLINE FOR IN-SERVICE No. 1 SPEAKERS

SOCIO-CULTURAL BACKGROUND

Who are the people in the ESL classes--where do they come from?

The Country

1. Geography
   a. Bordering countries
   b. Area of origin of immigrants
2. Language
   a. Dialects
   b. Dialect of immigrants

The People

1. Education
2. Family life
   a. Roles of males and females
   b. Role of children
3. Economic roles in own country
4. Significant characteristics
5. Immigration pattern

Life in the United States (specifically L.A. County)

1. Housing
   a. Place of residence
   b. Conditions
2. Family life
   a. Parent-child relationships
   b. Senior citizens
3. Economic status
   a. Employment--occupation
   b. Employability
   c. Standard of living

Life in the United States (continued)

4. Recreation and interests

5. Aspirations for selves and children

The Culture

1. Customs

   a. Food and drink
   b. Housing
   c. Miscellaneous: counting of age, naming of children, clothing, etc.

2. Symbolism

   a. Significance of certain colors, numbers, plants, animals

3. Interpersonal communication (silent language): greetings, social distance, body movements, gift-giving and receiving, etc.

   a. Including those items likely to cause fear, misunderstanding, discomfort, or embarrassment to either party because of culture shock (interference).

4. Cultural events in the community

BIBLIOGRAPHY FOR FURTHER STUDY

BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP
Los Angeles Unified School District
Division of Career and Continuing Education
Adult Basic Education

IN-SERVICE EVALUATION
(Socio-cultural-economic Backgrounds)

Objective: The participant will evaluate the usefulness and effectiveness of the in-service meeting by answering the evaluation questionnaire and by citing several items of information gained from the session.

. . . . . .

I. Please rate the in-service session as to scope and value of information received.

The Chinese:

The lecture and the question and answer period gave me useful and relevant information.

Superior___ ___ ___ ___ ___Poor
5 4 3 2 1

The Filipino:

The lecture and the question-and-answer period gave me useful and relevant information.

Superior___ ___ ___ ___ ___Poor
5 4 3 2 1

The Korean:

The lecture and the question-and-answer period gave me useful and relevant information.

Superior___ ___ ___ ___ ___Poor
5 4 3 2 1

The Japanese:

The lecture and the question-and-answer period gave me useful and relevant information.

Superior___ ___ ___ ___ ___Poor
5 4 3 2 1

II. Please rate the in-service session generally.

Superior___ ___ ___ ___ ___Poor
5 4 3 2 1

III. On the other side of this form, please list 3 to 10 additional facts, concepts, and ideas gained from this session.

ASIAN PROJECT
IN-SERVICE NO. 1
4 DECEMBER 1971

EVALUATION SHEET COMPILATION

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AREA	NO. RESPONSES	TOTAL PTS.	PT. AV.
CHINESE Pei-Ngor Chen	118	533	4.51
FILIPINO Dr. M. Aquino	118	430	3.64
KOREAN Rev. P. Kwon	118	472	4.00
JAPANESE Sachio Kano	118	468	3.96
OVERALL EVALUATION	116	485	4.18

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Career and Continuing Education
Adult Basic Education Program

January 3, 1971

TO:

FROM: Sadae Iwataki, Project Consultant
Asian Project
Adult Basic Education Program

We are happy to invite you to the second in-service training session of the Asian Project, "Bridging the Asian Language and Cultural Gap," funded under Title III, P. L. 91-230, Section 309(b) of the Adult Education Act. It will take place on Saturday, February 5, 1972, from 9:00 - 12:00 noon at the Instructional Materials Center, 1061 Temple Street.

The session will present information on the Japanese and Korean languages as it relates to the learning of English as a Second Language. Speakers will include: (1) Dr. Sumako Kimizuka of the Department of Asian Studies, USC, who is a specialist in the teaching of both Japanese and ESL and (2) Chang Ho Lee, professor of English and linguistics at Hankuk University in Seoul, Korea, who is currently pursuing additional work in TESOL at UCLA.

Each speaker will be presented in a 75-minute segment, which will be roughly divided into a formal presentation and a question-and-answer period.

If you have any specific questions relating to the linguistic problems of your Japanese and/or Korean students, please list them on the return form.

You will be requested to fill out a simple evaluation form at the end of the session. You will again be paid at the rate of $4.83 an hour.

We will be looking forward to seeing you again. Incidentally, the third session on the linguistic background of the Chinese and Filipino students has been set for Saturday, April 8, 1972.

SI/joh

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Career and Continuing Education
Adult Basic Education Program

January 3, 1972

BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP

The second in-service session of the Asian Project presenting socio-linguistic information on the Japanese and Korean languages:

Time: 9:00 - 12:00 noon

Date: February 5, 1972

Place: Instructional Materials Center
1061 Temple Street
Los Angeles, California 90012

Name_____Employee No._____School_____

Home address:_____Zip_____

I will _____ I will not _____ attend.

- -

Please list any specific questions you may have on the socio-linguistic problems of your Japanese and Korean students.

Fold, staple, and return by school mail. Deadline: January 14, 1972

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Career and Continuing Education
Adult Basic Education

BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP

In-Service Training Session #2
February 5, 1971

SOCIO-LINGUISTIC BACKGROUNDS
OF THE JAPANESE AND KOREAN ESL STUDENTS

9:00 a.m.	OPENING REMARKS	Robert C. Rumin, Supervisor Adult Basic Education Sadae Iwataki, Project Consultant Asian Project
9:10 a.m.	ASPECTS OF THE KOREAN LANGUAGE AND THEIR RELATION TO THE LEARNING OF ESL	Chang Ho Lee, Professor, English and Linguistics, Hankuk University of Foreign Studies Seoul, Korea
	QUESTION AND ANSWER PERIOD	Mr. Lee Young Ahn, Teacher-Consultant Asian Project
10:10 a.m.	--TEA--	
10:25 a.m.	ASPECTS OF THE JAPANESE LANGUAGE AND THEIR RELATION TO THE LEARNING OF ESL	Dr. Sumako Kimizuka, Assoc. Professor Department of Asian Studies University of Southern California
	QUESTION AND ANSWER PERIOD	Dr. Kimizuka Mrs. Iwataki
11:25 a.m.	OPEN FORUM	Dr. Kimizuka Mr. Lee Mr. Rumin, Moderator
11:50 a.m.	EVALUATION	

[Note: Scheduled for April 8, 1972: The Linguistic Backgrounds of the Chinese Filipino Students
Preview of Asian Project curriculum materials]

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Career and Continuing Education
Adult Basic Education Program

"BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP"
Socio-Linguistic In-Service Meeting

February 5, 1972

SUGGESTED OUTLINE FOR SPEAKERS' LECTURES

I. General language background (5 minutes)

A. Language family
B. Spoken and written language
C. Dialects
D. Special characteristics of the language (e.g., tones, mono-syllabic, etc.)

II. Aspects of the (Japanese) language and their relation to the learning of English as a second language.

A. Phonology (15 minutes)
1. Sounds of the language
a. Segmentals (vowels, consonants, diphthongs)
b. Supra-segmentals (stress, rhythm, intonation, tones)

2. Special phonological features of the language which can cause problems in learning English sounds (with specific and practical examples).
a. Segmentals
b. Supra-segmentals

B. Syntax (15 minutes)
1. General grammatical patterns of the language (e.g., word order, etc.)

2. Special syntactic features in the language which can cause problems in learning English (e.g., number, gender, tense, agreement, etc.)

C. Lexical Interference (5 minutes)
1. Lexical borrowings
2. Idioms
3. Direct transfer of morphemes

D. Socio-cultural interference (5 minutes)
1. Silent language
2. Polite forms; social formulas
3. Certain patterns of student's behavior and attitude tied up closely with his speech.

III. Bibliographies (to be handed out)

Los Angeles Unified School District
Div. of Career & Continuing Education
Adult Basic Education Project

BRIDGING THE ASIAN LANGUAGE & CULTURAL GAP
In-service Session #2
February 5, 1972

IN-SERVICE EVALUATION FORM
(Socio-linguistic Backgrounds of the Japanese and Koreans)

Objective: The participant will evaluate the usefulness and effectiveness of the in-service meeting by answering the evaluation questionnaire and by citing several items of information gained from the session.

I. Please rate the in-service session as to scope and value of the information received.

The Japanese language and ESL

The lecture and the question and answer period gave me useful and relevant information.

Superior ___5___ ___4___ ___3___ ___2___ ___1___ Poor

The Korean language and ESL

The lecture and the question and answer period gave me useful and relevant information.

Superior ___5___ ___4___ ___3___ ___2___ ___1___ Poor

II. Please rate the in-service session as a whole

Superior ___5___ ___4___ ___3___ ___2___ ___1___ Poor

III. Please list some facts that you gained from this session on each of the following points. Use back of paper for any additional comments.

A. Phonological feature(s) which could cause interference in their learning of English sounds.

The Japanese

The Koreans

B. Syntactical feature(s) which could cause interference in their learning of English structure.

The Japanese

The Koreans

C. Socio-cultural feature(s) which could cause interference in their learning to communicate in English.

The Japanese

The Koreans

ASIAN PROJECT
IN-SERVICE NO. 2
6 FEBRUARY 1972

EVALUATION SHEET COMPILATION

BEST COPY AVAILABLE

AREA	NO. RESPONSES	TOTAL PTS.	PT. AV.
KOREAN Chang Ho Lee	113	503	4.45
JAPANESE Dr. S. Kimizuka	114	518	4.54
OVERALL EVALUATION	113	511	4.52

IV. Instructional Materials

A. Phonological Charts

B. Structural Charts

C. Field-testing

D. A Sample Lesson

PHONOLOGICAL STUDY

The aim of the first year study of the phonological aspect was to make a comparative study of English, Cantonese, Mandarin, Korean, Japanese, Tagalog, and Spanish languages in order to supply phonological data for the corpus on which the lessons are being based, as well as to assist the teachers in better understanding the problems of the Asian students in their classes.

The study is composed of: 1) the phonological systems of the languages, i.e., the phonemes of each language, the phonemic distribution of both single segmentals and clusters, and the allophonic variations and distributions of each phoneme of the languages; 2) the comparison of the phonological system of English with those of the non-English languages; 3) the hierarchy of difficulties of English phonemes and 4) the possible substitutions of the non-English in the course of learning English.

The following charts show some of the examples of the work:

/PHONEMES/: CONSONANT

E: English M: Mandarin J: Japanese S: Spanish
C: Cantonese K: Korean T: Tagalog

Manner of Articulation \ Point of Articulation			BILABIAL							LABIO-DENTAL							INTER-DENTAL							APICO-DENTAL							APICO-ALVEOLAR							PALATAL							VELAR							GLOTTAL						
Type	Quality \ Languages		E	C	M	K	J	T	S	E	C	M	K	J	T	S	E	C	M	K	J	T	S	E	C	M	K	J	T	S	E	C	M	K	J	T	S	E	C	M	K	J	T	S	E	C	M	K	J	T	S	E	C	M	K	J	T	S
STOPS	Voiceless	Aspirated	p	pʰ	pʰ	pʰ	pʰ																	tʰ	tʰ	tʰ	tʰ				t							kʰ	kʰ	kʰ	kʰ																	
		Weakly Aspirated				pʻ																					tʻ																kʻ																
		Unaspirated		p	p	p	p	p	p															t	t	t	t	t	t												k	k	k	k	k	k							ʔ				
	Voiced		b				b	b	b																	d	d	d	d												ɣ				ɣ	ɣ	ɣ										
FRICATIVES	Voiceless	Aspirated								f	f	f			f	θ								s	sʰ	s		s	s	ɕ	ɕ				ʃ			ʃ															h	h	h	n	n	h	h
		Unaspirated																								s		s																															
	Voiced									v							ð									z			z							ʒ																					
AFFRICATES	Voiceless	Aspirated																						tsʰ	tsʰ	tsʰ					tɕʰ	tɕʰ	tʂʰ																										
		Weakly Aspirated																								tsʻ																																
		Unaspirated																						ts	ts	ts					tɕ	tɕ	tʂ							tʃ																		
	Voiced																																																														
NASALS	Voiced		m	m	m	m	m	m	m															n	n	n	n	n	n	n																													
LATERALS	Voiced																							l	l	l		l	l	l																												
RHOLEDS	Voiced	Retroflex																													r																											
		Retroflex + friction																													ʐ																											
		Trill																											r̃	r̃	r̃																											
		Flap																											ɾ̃	ɾ̃	ɾ̃																											
SEMI-VOWELS	Voiced		w	w	w	w	w	w	(w)																																																		

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Examination of the consonant phoneme chart shows that there are a number of phonemes in English which are not present in the other languages. The chart below shows the consonant inventories of the seven languages.

Languages / Type of Sounds	English	Cantonese	Mandarin	Korean	Japanese	Tagalog	Spanish
STOPS	6	6	6	9	6	7	6
voiceless	3	6	6	9	3	4	3
voiced	3	0	0	0	3	3	3
FRICATIVES	9	3	4	3	4	2	3
voiceless	5	3	4	2	3	2	3
voiced	4	0	0	0	1	0	0
AFFRICATES	2	2	4	3	2	0	1
voiceless	1	2	4	3	1	0	1
voiced	1	0	0	0	1	0	0
NASALS	3	3	3	3	2	3	3
LATERALS	1	1	1	1	0	1	1
ROLLEDS	1	0	1	0	1	1	2
SEMI-VOWELS	2	2	2	2	2	2	2

1. The number of stops in each of the languages is almost equal in number except for Korean, whose stops are distinguished by degrees of aspiration.

2. Korean and Mandarin have more affricates as a whole, and these are also distinguished by degrees of aspiration.

3. Voiced counterparts of stops, fricatives, and affricates are absent in Cantonese, Mandarin, and Korean.

4. Every language except Japanese shares the laterals with English.

5. Every language except Cantonese and Korean shares some kind of an "r" sound with English.

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/PHONEMIC DISTRIBUTION/ : CONSONANTS

POSITIONS	Languages \ Phonemes	pʰ	p'	p	b	tʰ	t'	t	d	kʰ	k'	k	g	ʔ	f	v	θ	ð	s	ʃ	z	ʒ	h	tʃʰ	tʃ'	tʃ	dʒ	tsʰ	ts'	ts	dz	m	n	ɲ	ŋ	l	r	ɾ̃	ɾ	w	y
INITIAL	English	x		x		x				x						x			x				x									x	x							
	Cantonese	x		x		x				x									x				x									x	x							x
	Mandarin	x		x		x				x									x				x									x	x							x
	Korean	x	x	x		x	x			x	x								x				x	x				x				x	x							x
	Japanese			x															x													x	x							
	Tagalog			x						x									x				x									x	x							x
	Spanish			x						x									x				x									x	x							x
MEDIAL	English	x				x				x						x			x													x	x							
	Cantonese	x		x		x				x									x													x	x							
	Mandarin	x		x		x				x									x													x	x							
	Korean	x	x	x		x	x			x	x								x													x	x							
	Japanese			x															x													x	x							
	Tagalog			x						x									x													x	x							
	Spanish			x						x									x													x	x							
FINAL	English	x				x				x						x			x													x	x							
	Cantonese	x				x				x									x													x	x							
	Mandarin																																							
	Korean	x				x				x									x													x	x							
	Japanese																																							
	Tagalog			x		x				x									x													x	x							
	Spanish									x									x													x	x							

PHONEMIC DISTRIBUTION: VOWELS

POSITIONS	PHONEMES / LANGUAGES	i	e	æ	ü	ö	ɯ	ə	ɐ	u	o	ɔ	iy	iw	ey	ew	üe	ay	aw	ɐy	ɐw	uw	uy	oy	ow	ɔy
INITIAL	English	x	x	x				x	x			x	x		x					x	x	x			x	x
	Cantonese								x																	
	Mandarin							x	x								x			x						
	Korean	x	x	x			x	x	x	x	x															
	Japanese	x	x						x	x	x															
	Tagalog	x	x						x	x	x					x				x	x		x	x		
	Spanish	x	x						x	x	x					x				x	x		x	x		
MEDIAL	English	x	x	x				x	x	x		x	x		x					x	x	x			x	x
	Cantonese	x	x		x	x		x	x	x	x															
	Mandarin	x			x			x	x	x	x						x									
	Korean	x	x	x			x	x	x	x	x															
	Japanese	x	x						x	x	x															
	Tagalog	x	x						x	x	x			x	x					x	x		x	x		
	Spanish	x	x						x	x	x			x	x	x				x	x		x	x		
FINAL	English	x						x	x			x	x		x					x	x	x			x	x
	Cantonese	x	x		x	x			x	x	x		x	x	x			x	x	x	x	x	x	x	x	
	Mandarin	x			x			x	x	x	x				x		x		x	x	x				x	
	Korean	x	x	x				x	x	x	x															
	Japanese	x	x						x	x	x															
	Tagalog	x	x						x		x			x						x	x		x	x		
	Spanish	x	x						x	x	x				x					x				x	x	

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SYNTACTICAL STUDY

Comparative charts in grammatical structure have been developed to predict possible areas of difficulty for the Asian learning English as a second language.

This information is utilized in two ways: as a major component of the corpus for the development of the curriculum and as a guide to the teachers in helping them anticipate and handle the special problems encountered by their students.

The following are some examples of the syntactical charts:

MORPHOLOGY

Feature exists \ Languages	English	Cantonese	Mandarin	Japanese	Korean	Tagalog
Pronoun (1) number	Yes	Yes	Yes	Yes	Yes	Yes
(2) gender	Yes	No	No	No	No	No
(3) case	Yes	No	No	No	No	Yes

The chart above points out those features of the English pronoun which may prove troublesome to the Asian students whose language does not contain these aspects. This chart shows that Chinese pronouns, for example, do not inflect in gender or in case. Hence the "he/she" distinction in English is a new concept for the Chinese.

Feature exists \ Languages	English	Cantonese	Mandarin	Japanese	Korean	Tagalog
Verb (1) number	Yes	No	No	No	No	No
(2) tense	Yes	No	No	Yes	Yes	Yes

This chart shows that the verbs in the Asian languages do not inflect in number. This explains why the subject-verb agreement in number always causes trouble for the Asians learning English as a second language.

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SIMPLE STATEMENT (with verb "to be")								
Language	Structure			Example				
English	(1) NP(subject)	Be	NP	He		is	a doctor	
	(2) NP(subject)	Be	Adj.	She		is	pretty	
Chinese	(1) NP(subject)	Be	NP	He		Be	doctor	
	(2) NP(subject)	Adj.		She			pretty	
Japanese	(1) NP(subject)	NP	Be	that person	subject particle	doctor	Be	
	(2) NP(subject)	Adj.	Be	that person	subject particle	pretty	Be	
Korean	(1) NP(subject)	NP	Be	that person	subject particle	doctor	Be	
	(2) NP(subject)	Adj.	Be	that person	subject particle	pretty	Be	
Tagalog	(1) NP		NP(subj.)	doctor		he		
	(2) Adjective		NP(subj.)	pretty		she		

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SIMPLE QUESTIONS (with verb to be)

Language	Structure				Example				
English	Be	NPsubject	NP	?	Is	he	a + doctor?		
Chinese	NPsubject	Be	NP	Question particle	he	Be	doctor	Question particle	
Japanese	NPsubject	NP	Be	Question particle	he+subject particle	doctor	Be	Question particle	
Korean	NPsubject	NP	Be	Question particle	he+subject particle	doctor	Be	Question particle	
Tagalog	NP	Question particle	NPsubject		doctor	Question particle	he		

"WHAT" QUESTIONS (with verb to be)

Languages	Structure				Example			
English	What	Be	NP	?	What	is	your name?	
Chinese	NP	Verb	What		your + name	Verb	what	
Japanese	NP	What	Be	Question particle	your + name + part.	what	Be	Question particle
Korean	NP	What	Be	Question particle	your + name + part.	what	Be	Question particle
Tagalog	What	NP			What	Article + your + name?		

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TO:

FROM: THE ASIAN PROJECT

The Asian Project extends its thanks to you for participating with us this summer by field-testing our materials with your beginning ESL class.

The Lessons: Each lesson consists of two sections and is designed for a 2 1/2 hour class. Although we realize that some classes are able to proceed faster than others, generally, we expect that one of the sections could be presented before the break and the other after the break.

Each packet of materials contains the following:

1. a set of Student Leaflets
2. picture cards (for drills)
3. transparencies
4. Teacher's Guide (2)
5. Evaluation Forms: Student Leaflets
   Teacher's Guide
6. Material Evaluation Form

Evaluations: The Student Evaluation forms are designed to evaluate the materials in terms of student achievement of the lesson objectives. You may correct the students' papers before returning them to us if you are interested in seeing the results. Otherwise, we will correct and tally the results here in our office.

Please evaluate the materials on the Material Evaluation form and return to the Project office. An extra copy of the Teacher's Guide is being provided for you to record your comments on as you go through the lesson with your class.

Please mail to the Project office at the conclusion of each lesson:

1 copy of Teacher's Guide
1 Evaluation Form, Teacher's Guide
1 set Evaluation Forms, Student Leaflets
1 Material Evaluation Form

Workshops: Members of the Project staff will visit you from time to time to confer with you on the lessons. Group conferences may also be arranged. You will be paid at the Professional Expert rate of $4.83 an hour for these workshops.

Your evaluations, along with comments, will be extremely important to us in the development of future lessons. We are looking forward to a summer of pleasant association with you.

LESSON NINE

OBJECTIVES

Listening Comprehension: Student will be able to identify common objects such as money, purse, and wallet, and discriminate between the use of the prepositions in, on, and under by pointing to the objects in specific locations.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Give an appropriate response upon being asked the location of objects in the bedroom and kitchen.
3. Ask "wh" questions and "yes-no" questions and give responses using locative phrases with in, on, and under.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to:

1. Read the sentences in the lesson.
2. Write the sentences in the lesson with proper spelling, capitalization, and pronunciation.

SYNOPSIS OF STRUCTURES

Where's my money? her the	It's in my purse. on the bed. under the dresser.
Where are my glasses?	They're on your head.
Are the pillows under the bed?	Oh, yes, here they are/it is. there they are/it is.
Is the lamp in the kitchen? Where is it?	No, it isn't. It's in the bedroom.

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INSTRUCTIONAL AIDS

7 drill pictures	9 transparencies
2 dialogue pictures	1 set student handouts

STRUCTURAL NOTES

1. Some locative prepositions in English do not have a one-to-one equivalency in any of the four Asian languages. In most cases there is only one form in these languages to equate with two or more prepositions in English. The following chart illustrates the Asian students' problem with the English preposition at as in the prepositional phrase: at the bank.

English	at	the bank	
Chinese	in/at ("haih")	bank	
Japanese		bank	in/at ("ni")
Korean		bank	in/at ("e")
Tagalog	in/at ("nasa")		

2. The order of the preposition and the noun in a locative phrase varies in Chinese, Korean and Japanese. When referring to a location in general, like at the bank, Chinese speakers put the preposition before the noun ("in/at bank") as English speakers do. When referring to specific locations Chinese speakers use specific prepositions like inside or outside, in addition to the preposition in or at and put it after the noun. In referring to specific or general locations Japanese and Korean speakers put their preposition equivalents after the noun.

English	in	the closet		
Chinese	in/at	closet	inside	
Japanese		closet	(of) inside	in/at
Korean		closet	inside	in/at

Note also the absence of the article the in the prepositional phrase in the four languages.

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PRONUNCIATION NOTE

The /æ/ - /e/ distinction is very difficult for speakers of Chinese, Japanese, and Tagalog to hear and produce. Chinese students tend to substitute /e/ in place of /æ/, while the Filipino and Japanese students tend to substitute /a/ for /æ/.

SECTION I. THE MONEY'S IN THE WALLET

[NOTE: Do not distribute Student Leaflets until time for the READING.]

READING AND WARM-UP

Teacher cues with realia and pictures from previous lessons: T / St > asks - Cl / Gr / St > answers

Suggested items for review:

1. "Where's/Where are _____?"

   T: Where's the doctor?
   S: He's at the hospital.

2. "Is/Are _____ at the _____?"

   T: Are they at the market?
   S: Yes, they are.

   T: Are they at the post office?
   S: No, they aren't.
   T: Where are they?
   S: They're at the bank.

PRESENTING THE OBJECTIVES

Give the students a brief idea of what they will learn in this lesson.

SECTION I. THE MONEY'S IN THE WALLET

OBJECTIVES

In this lesson you will learn:

1. The names of things like a purse and a wallet, and furniture in a bedroom and a kitchen.
2. To ask and answer questions about places like: in the purse, on the chair, under the bed, etc.

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LISTENING COMPREHENSION

Listening and Identifying

A. T identifies - Cl listens

T: (Hold up a wallet.) This is a wallet.

(Show a bill or some coins in the wallet.) The money is in the wallet.

(Place wallet on a table and point to it.) The wallet is on the table.

(Place wallet under the table and point to it.) The wallet is under the table.

B. T places wallet in various places and calls out location - Cl, St > follows action (and places wallet in proper place)

(Students can use own wallets or a facsimile made by folding a sheet of paper.)

C. T calls out location - Cl, St > places wallet in proper place.

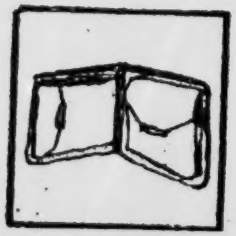
Listening and Repeating

A. T models - Cl, Gr, St > repeats

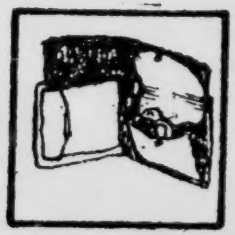
T: Where's the money?
(Show the money in the wallet.)
The money is in the wallet.

S: The money is in the wallet. (etc.)

LISTENING COMPREHENSION



This is a wallet.



The money is in the wallet.

The wallet is on the table.

The wallet is under the table.

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OPTIONAL ACTIVITY: Continue to practice in, on, and under with other objects available in the classroom.

THE DIALOGUE

Preliminary Activity

A. Show dialogue picture and identify the bedroom and the pieces of furniture

T models - Cl listens

T: This is/That's a bed
a dresser
a chair
a lamp

These/Those are pillows

B. T models - Cl repeats

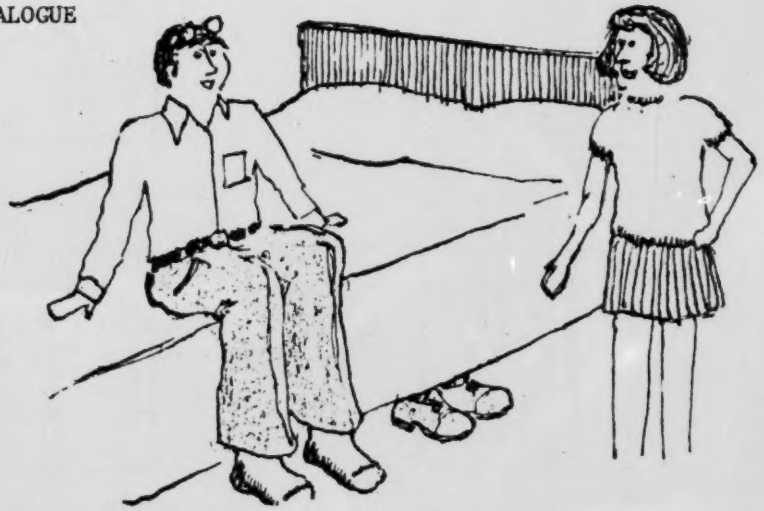
C. T asks - Cl, Gr, St > answers

T: What's that?
S: That's a bed. (etc.)

Presenting the Dialogue

Follow the procedure for presenting a dialogue, including the reading of the sentences.

THE DIALOGUE



Bill: Where are my shoes?

Kay: They're under the bed.

Bill: Oh, yes. Here they are!
Where are my glasses?

Kay: They're on your head!

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PRACTICE

"It's in the Wallet"

(Cue with pictures and/or objects.)

A. Repetition Drill

T models - Cl, Gr, St > repeats

T: Where's the money?
(Show money in the wallet.)
It's in the wallet.

S: It's in the wallet.

(etc.)

B. Question and Answer Drill

T shows pictures and asks - Cl, Gr, St > responds

T: (Show a picture of money in a wallet.)
Where's the money?

S: It's in the wallet.

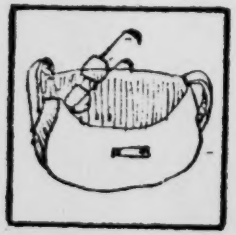
(etc.)

PRACTICE

"It's in the Wallet"

Where's the money?
It's in the wallet.

Where's the wallet?
It's in the purse.



Where are the glasses?
They're in the purse.

Where's the purse?
It's on the chair.

Where are the pillows?
They're on the bed.

Where's the lamp?
It's on the dresser.

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C. Substitution Drill

T: Where's the money?
wallet?
purse?
lamp?

Cl: Where's the money?
Where's the wallet?

(etc.)

Where are the glasses?
pillows?
shoes?

D. Controlled Conversation

T cues: Gr / St asks – Gr / St answers

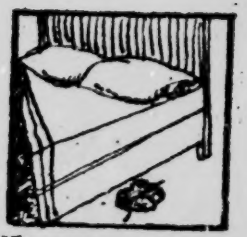
T: (Show a picture of money in the wallet.)
Where's the money?

Gr-1: Where's the money?
Gr-2: It's in the wallet.

(etc.)

OPTIONAL ACTIVITY: My, your, his, and her drills can be conducted with these sentences.

Where are the shoes?
They're under the chair.



Where are the shoes?
They're under the bed.

Where are the shoes?
They're under the dresser.

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"Here/There it is!"

(Cue with lesson pictures or with realia.)

A. Repetition Drill

T models - Cl repeats

T: (Show a picture of money in a wallet.) Where's the money?

Cl: It's in the wallet.

T: Oh, yes. There it is! Repeat.

Cl: Oh, yes. There it is!

B. Response Drill

S-1 asks - S-2 answers - S-1 responds

"Here/There it is!"

S-1: Where's the money?
S-2: It's in the wallet.
S-1: Oh, yes. There it is!

S-1: Where's the lamp?
S-2: It's on the dresser.
S-1: Oh, yes. There it is!

S-1: Where are the shoes?
S-2: They're under the chair.
S-1: Oh, yes. There they are!

S-1: Where are the pillows?
S-2: They're on the bed.
S-1: Oh, yes. There they are!

MINI-DIALOGUES

Use objects in the classroom as cues, and lead students into conversation.

T: Where's my notebook?
S: It's on your desk.
T: Oh, yes. Here it is!

OPTIONAL ACTIVITY: Practice this dialogue, using people in the room and in pictures.
S-1: Where's the teacher?
S-2: She's in the classroom.
S-1: Oh, yes. Here she is!

MINI-DIALOGUES

Ask each other questions about objects in the classroom.

S-1: Where's my notebook?
S-2: It's on your desk.
S-1: Oh, yes. Here it is!

S-1: Where are my glasses?
S-2: They're in your purse.
S-1: Oh, yes. Here they are!

S-1: Where's my book?
S-2: It's under your notebook.
S-1: Oh, yes. Here it is!

S-1: Where's the money?
S-2: It's in your wallet.
S-1: Oh, yes. Here it is!

(etc.)

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READING

[NOTE: Distribute the Student Leaflets at this time.]

A. and B. Have the students follow the directions as noted in the Student Leaflet.

C. T reads - Cl reads silently

T models - Cl, Gr, St > repeats

Gr, St > reads a line each

READING

A. Read the sentences about the locations of objects on page 1.

B. Read the exercises in the Practice exercises on pages 2 and 3.

1. "It's in the wallet."

2. "Here/There it is!"

C.

Kay is in her bedroom. She's in her bed and her pillow is under her head. Her glasses are in her purse. It's on the table. Her shoes are under the chair.

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WRITING

A. Have the class do the writing exercises A and B.

WRITING

A. Write the answers to the questions below the pictures.

1. Where's the wallet?

_____

2. Where are the pillows?

_____

3. Where's the lamp?

_____

B. Write the answers to the questions about the Reading on page 4 .

1. Where's Kay?_____
2. Is her pillow under her head?_____
3. Are her glasses on the chair?_____
4. Where are her glasses?_____
5. Where's her purse?_____
6. Are her shoes under the bed?_____
7. Where are they?_____

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[NOTE: Have students put away their leaflets until time for the READING.]

PRONUNCIATION

Give students practice in discriminating between the sounds of /æ/ as in "man" and /e/ as in "men in both listening and production.

1. T models - Cl listens
2. T models - Cl, Gr, St > repeats
3. Write "man" and "men" on the board and label them 1 and 2. Have the students hold up 1 finger when you say "man" and 2 fingers when you say "men".
4. Using the facial diagram, point out the relative positions of the tongue and degree and shape of mouth opening in producing these sounds.
5. T models again - Cl, Gr, St > repeats

SECTION II. IT'S A KITCHEN

PRONUNCIATION

/æ/ man

/e/ men

lamp
the lamp
under the lamp

head
your head
on your head

apple
an apple
That's an apple.

egg
an egg
That's an egg.

answer
What's her answer?

bed
What's under her bed?

Hello, Dan!
How much is an apple?
Where are Ann and Ben?

Hello, Ben!
It's ten cents.
They're at the bank.

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LISTENING COMPREHENSION

Listening

Show the picture of a kitchen and identify the items.

T models - Cl listens

T: This is a kitchen.

That's a stove.
refrigerator
sink
counter
cabinet
garbage can

Listening and Repeating

T models - Cl, Gr, St repeats

T: It's a stove.
S: It's a stove.

Identifying

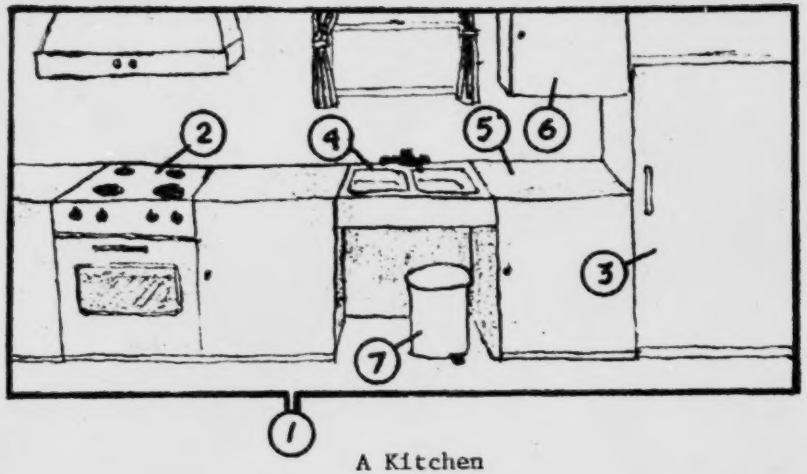
A. T asks - Cl, Gr, St answers

T: What's that?
S: It's a stove.

B. S asks - Gr, St answers

LISTENING COMPREHENSION

"It's a kitchen"



A Kitchen

1. What's this?
   It's a kitchen.
2. What's that?
   It's a stove.
3. What's that?
   It's a refrigerator.
4. What's that?
   It's a sink.
5. What's that?
   It's a counter.
6. What's that?
   It's a cabinet.
7. What's that?
   It's a garbage can.

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A READING LESSON

[NOTE: Students should not use their leaflet for this exercise until step D.]

A. Show the reading picture on the picture card or overhead.

T reads - Cl listens

B. T reads - Cl repeats

C. Ask "where" and "yes-no" questions about the story.

T, St > asks - Cl, Gr, St > answers

T: Where are the pork chops?
S: They're on the stove.

T: Is the salad in the refrigerator?
S: Yes, it is.

(etc.)

D. Show the paragraph on the overhead or have the students look at their leaflets. Follow procedure for practicing reading.

A READING LESSON

Kay is in the kitchen. The pork chops are on the stove. The salad is in the refrigerator. The sandwiches are on the counter. The soft drinks are under the sink.

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CONTROLLED CONVERSATION

The Kitchen and the Bedroom

(Cue the students with pictures of the kitchen and the bedroom.)

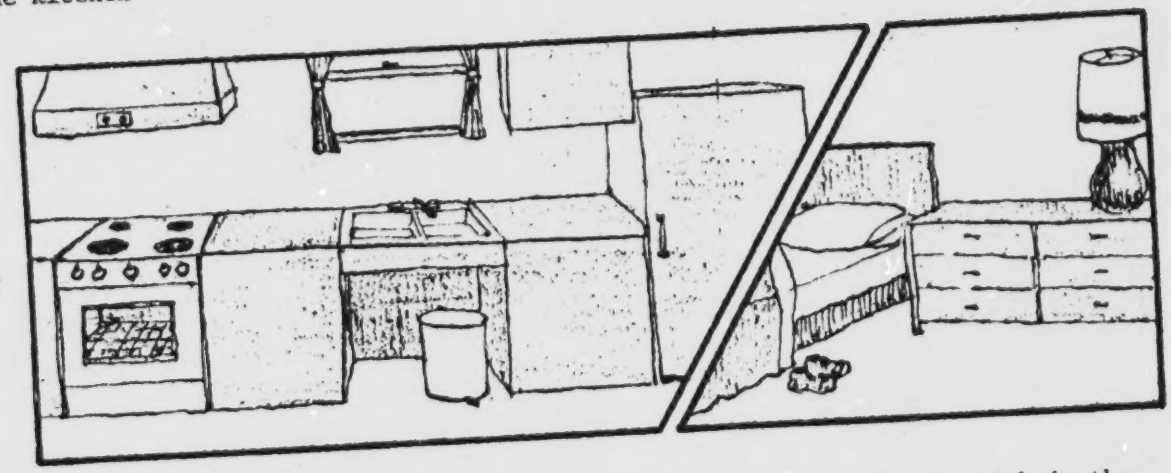
T / St asks - Cl / Gr / St answers

T: Where's the stove?
S: It's in the kitchen.

T: Is the sink in the bedroom?
S: No, it isn't.
(etc.)

CONTROLLED CONVERSATION

The Kitchen and the Bedroom



1. S-1: Where's the stove?
   S-2: It's in the kitchen.

2. S-1: Is the sink in the kitchen?
   S-2: Yes, it is.

3. S-1: Where's the lamp?
   S-2: It's in the bedroom.

4. S-1: Are the shoes in the bedroom?
   S-2: Yes, they are.

5. S-1: Are the pillows in the kitchen?
   S-2: No, they aren't.

6. S-1: Where's the garbage can?
   S-2: It's in the kitchen

7. S-1: Is the refrigerator in the kitchen?
   S-2: Yes, it is.

8. S-1: Is the counter in the bedroom?
   S-2: No, it isn't.

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READING

[NOTE: Have the students open their leaflets at this time.]

Have the students follow the directions as noted in the Student Leaflet.

WRITING

Have the students do the writing exercises as noted in the Student Leaflet.

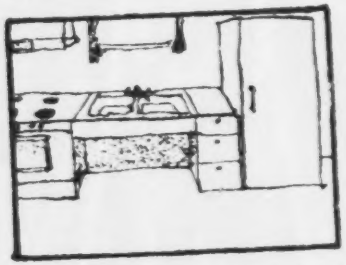
READING

A. Read the sentences about the kitchen in the "It's a Kitchen" exercise on page 7.

B. Read the questions and answers in the Controlled Conversation exercise on page 9.

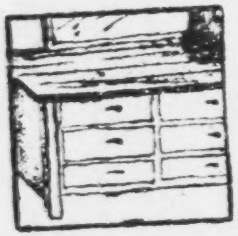
WRITING

A. Write the correct questions or answers for the pictures.



1. Where's the sink?

_____.



2. _____

It's in the bedroom.

3. _____

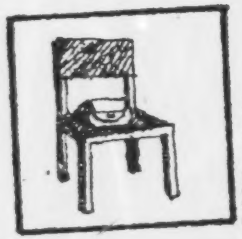
They're on the counter.

4. Are the soft drinks under the sink?

_____

5. Where are the pork chops?

_____



6. _____

Yes, it is.

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1. Where's Kay?

_____.

2. Is the salad on the counter?

_____.

3. Where are the pork chops?

_____.

4. Are the soft drinks in the refrigerator?

_____.

5. Where are they?

_____.

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LESSON NINE

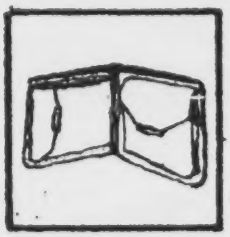
SECTION I. THE MONEY'S IN THE WALLET

OBJECTIVES

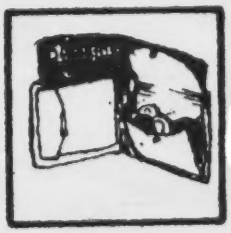
In this lesson you will learn:

1. The names of things like a purse and a wallet, and furniture in a bedroom and a kitchen.
2. To ask and answer questions about places like: in the purse, on the chair, under the bed, etc.

LISTENING COMPREHENSION



This is a wallet.



The money is in the wallet.

The wallet is on the table.

The wallet is under the table.

[NOTE TO THE TEACHER: The Teacher's Guide is essential to the proper utilization of this lesson.]

(9) 1

THE DIALOGUE

Bill: Where are my shoes?

Kay: They're under the bed.

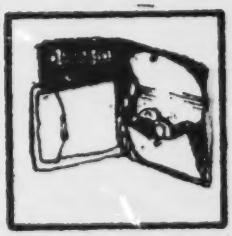
Bill: Oh, yes. Here they are!

Where are my glasses?

Kay: They're on your head!

PRACTICE

"It's in the Wallet"



Where's the money?
It's in the wallet.

Where's the wallet?
It's in the purse.

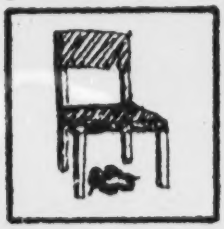
Where are the glasses?
They're in the purse.

Where's the purse?
It's on the chair.

"It's in the Wallet" (cont'd)

Where are the pillows?
They're on the bed.

Where's the lamp?
It's on the dresser.

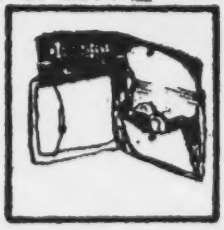


Where are the shoes?
They're under the chair.

Where are the shoes?
They're under the bed.

Where are the shoes?
They're under the dresser.

"Here/There it is!"



S-1: Where's the money?
S-2: It's in the wallet.
S-1: Oh, yes. There it is!

S-1: Where's the lamp?
S-2: It's on the dresser.
S-1: Oh, yes. There it is!

S-1: Where are the shoes?
S-2: They're under the chair.
S-1: Oh, yes. There they are!

S-1: Where are the pillows?
S-2: They're on the bed.
S-1: Oh, yes. There they are!

(9) 3

MINI-DIALOGUES

Ask each other questions about objects in the classroom.

S-1: Where's my notebook?
S-2: It's on your desk.
S-1: Oh, yes. Here it is!

S-1: Where's my book?
S-2: It's under your notebook.
S-1: Oh, yes. Here it is!

S-1: Where are my glasses?
S-2: They're in your purse.
S-1: Oh, yes. Here they are!

S-1: Where's the money?
S-2: It's in your wallet.
S-1: Oh, yes. Here it is!

(etc.)

- -

READING

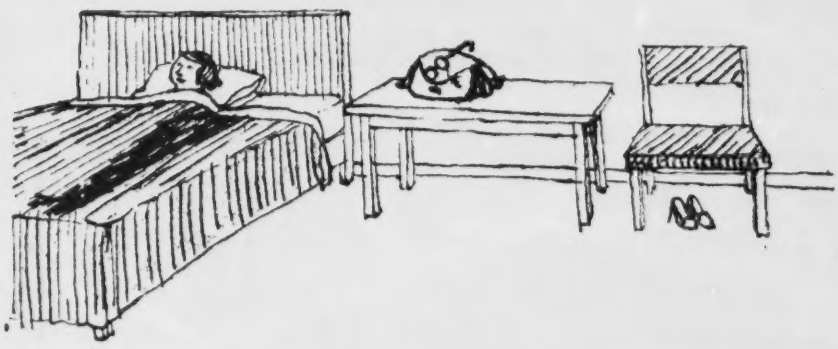
A. Read the sentences about the locations of objects on page 1.

B. Read the exercises in the Practice exercises on pages 2 and 3.

1. "It's in the wallet."

2. "Here/There it is!"

C.



Kay is in her bedroom. She's in her bed and her pillow is under her head. Her glasses are in her purse. It's on the table. Her shoes are under the chair.

WRITING

A. Write the answers to the questions below the pictures.

1. Where's the wallet? _____

2. Where are the pillows? _____

4. Where's the lamp? _____

B. Write the answers to the questions about the Reading on page 4.

1. Where's Kay? _____.

2. Is her pillow under her head? _____.

3. Are her glasses on the chair? _____.

4. Where are her glasses? _____.

5. Where's her purse? _____.

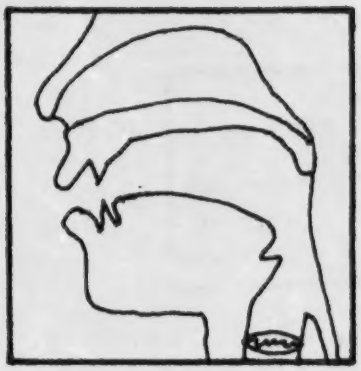
6. Are her shoes under the bed? _____.

7. Where are they? _____.

SECTION II. IT'S A KITCHEN

PRONUNCIATION

/æ/ man



/e/ men

lamp

the lamp

under the lamp

apple

an apple

That's an apple.

answer

What's her answer?

Hello, Dan!

How much is an apple?

Where are Ann and Ben?

head

your head

on your head

egg

an egg

That's an egg.

bed

What's under her bed?

Hello, Ben!

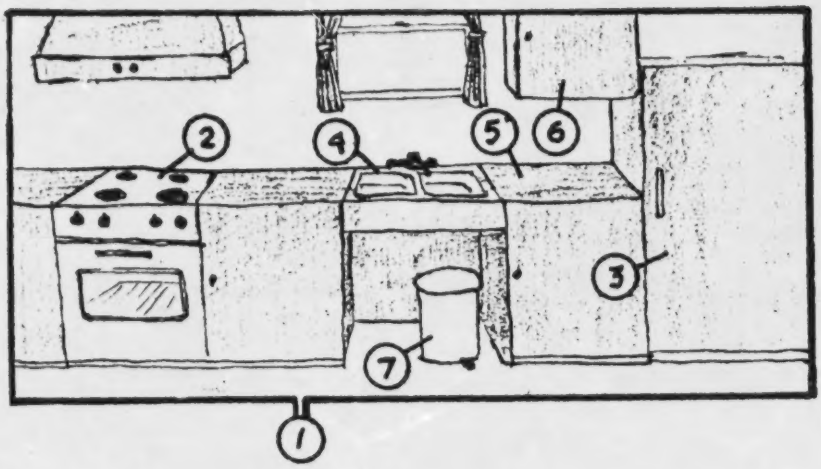
It's ten cents.

They're at the bank.

(9) 6

LISTENING COMPREHENSION

"It's a kitchen"



A Kitchen

1. What's this?

   It's a kitchen.

2. What's that?

   It's a stove.

3. What's that?

   It's a refrigerator.

4. What's that?

   It's a sink.

4. What's that?

   It's a counter.

6. What's that?

   It's a cabinet.

7. What's that?

   It's a garbage can.

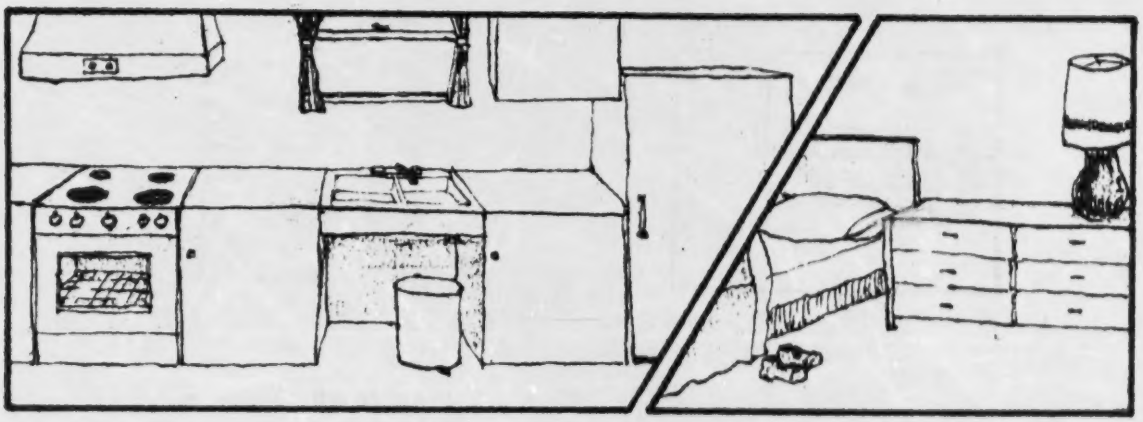
(9) 7

A READING LESSON

Kay is in the kitchen. The pork chops are on the stove. The salad is in the refrigerator. The sandwiches are on the counter. The soft drinks are under the sink.

CONTROLLED CONVERSATION

The Kitchen and the Bedroom



1. S-1: Where's the stove?
   S-2: It's in the kitchen.

2. S-1: Is the sink in the kitchen?
   S-2: Yes, it is.

3. S-1: Where's the lamp?
   S-1: It's in the bedroom.

4. S-1: Are the shoes in the bedroom?
   S-2: Yes, they are.

5. S-1: Are the pillows in the kitchen?
   S-1: No, they aren't.

6. S-1: Where's the garbage can?
   S-2: It's in the kitchen.

7. S-1: Is the refrigerator in the kitchen?
   S-2: Yes, it is.

8. S-1: Is the counter in the bedroom?
   S-2: No, it isn't.

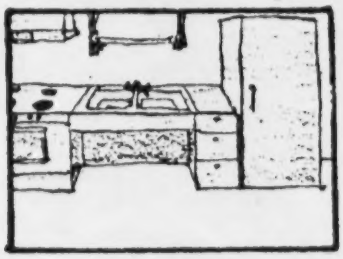
READING

A. Read the sentences about the kitchen in the "It's a Kitchen" exercise on page 7.

B. Read the questions and answers in the Controlled Conversation exercises on page 9.

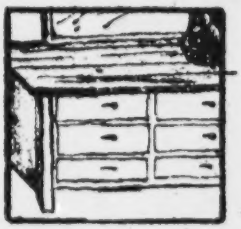
WRITING

A. Write the correct questions or answers for the pictures.



1. Where's the sink?

_____



2. _____

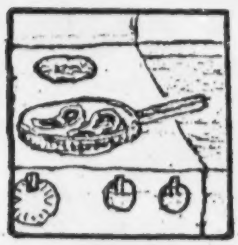
It's in the bedroom.

3. _____

They're on the counter.

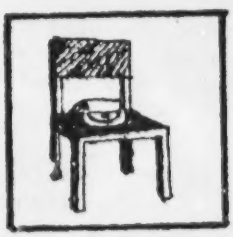
4. Are the soft drinks under the sink?

_____



5. Where are the pork chops?

_____



6. _____

Yes, it is.

(9) 10

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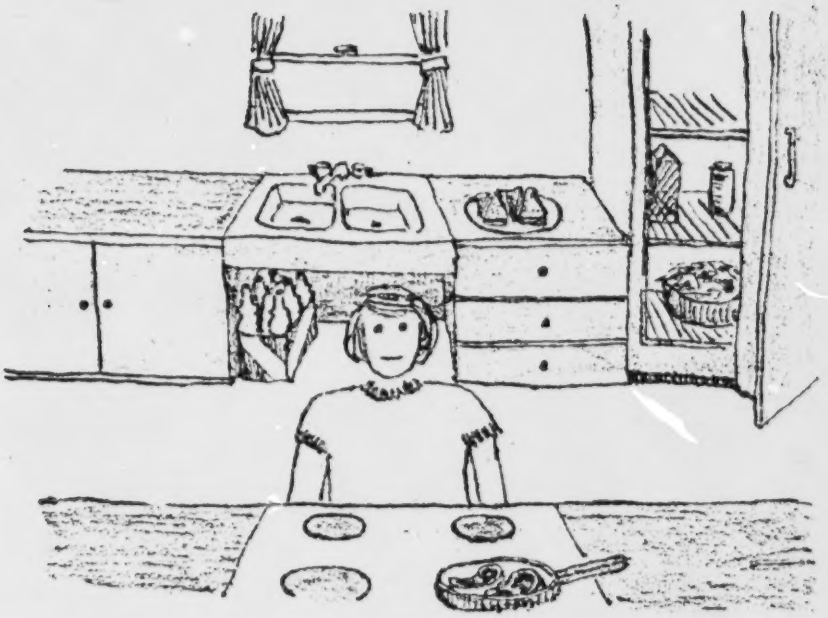
WRITING (cont'd)



1. Where's Kay?

_____.

2. Is the salad on the counter?

_____.

3. Where are the pork chops?

_____.

4. Are the soft drinks in the refrigerator?

_____.

5. Where are they?

_____.

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AP-2AØ972-A

Lesson 9
"The Money's in the Wallet."
"It's a Kitchen."

LESSON NINE 第九課

OBJECTIVES 學習目標

In this lesson you will learn:

這一課你學習：

1. The names of things like a purse and a wallet, and furniture in a bedroom and a kitchen.

一、一些東西的名稱，如：錢包、皮夾，卧房和廚房裡的用具。

2. To ask and answer questions about places like in the purse, on the chair, and under the bed.

二、能應用 in, on, under 等指示位置的介詞。

DIALOGUE 課文（对話）

Bill: Where are my shoes?
我的鞋在那裡？

Kay: They're under the bed.
在床底下。

Bill: Oh, yes. Here they are!
噢，对了。在這裡。

Kay: Where are my glasses?
我的眼鏡在那裡？

Bill: They're on your head!
在你頭上！

READING 閱讀

Kay is in the kitchen. The pork chops are on the stove. The salad is in the refrigerator. The sandwiches are on the counter. The soft drinks are under the sink.

Kay在廚房裡。豬排在爐灶上。色拉在電氣冰箱裡。三明治在柜台上。冷飲在洗滌盤底下。

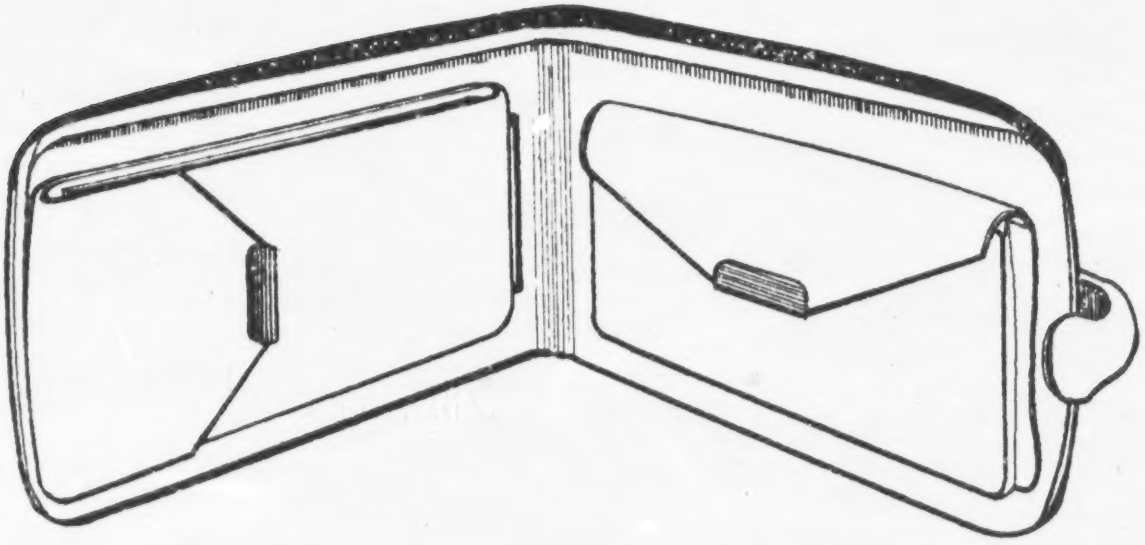
NOTES: 應注意的事項

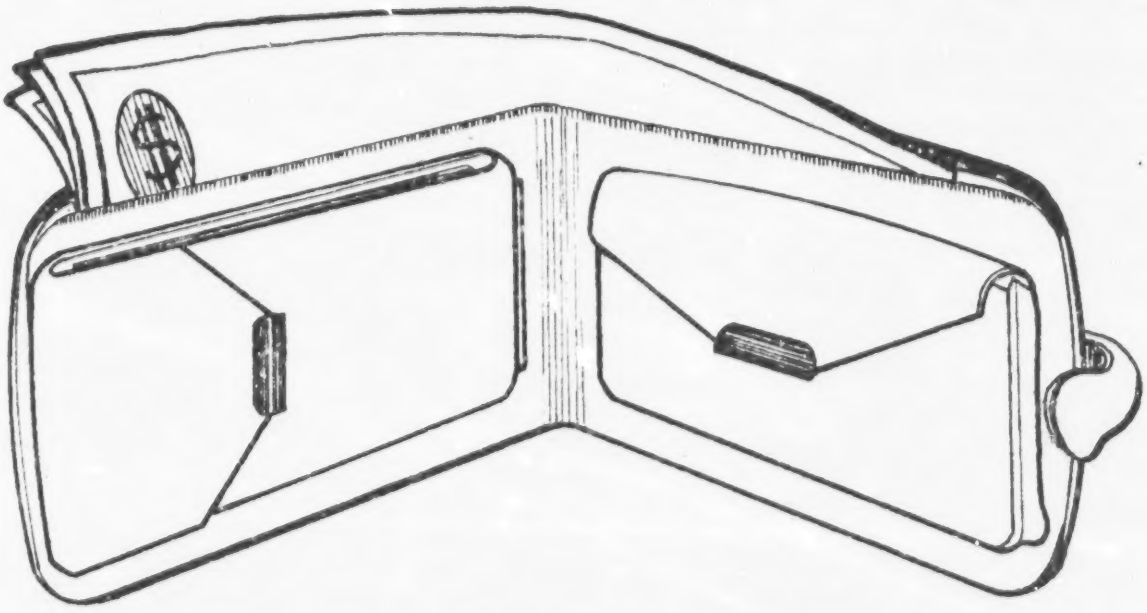
1. "money" is a mass noun. It is used in singular form.

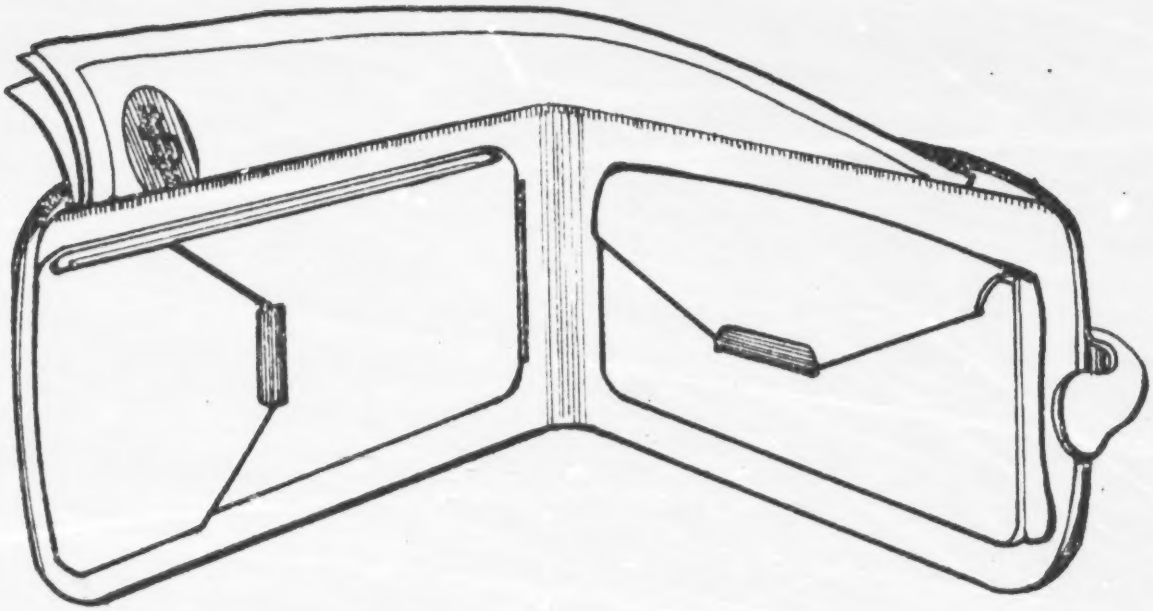
一、"錢"是集合詞，只用於單數。

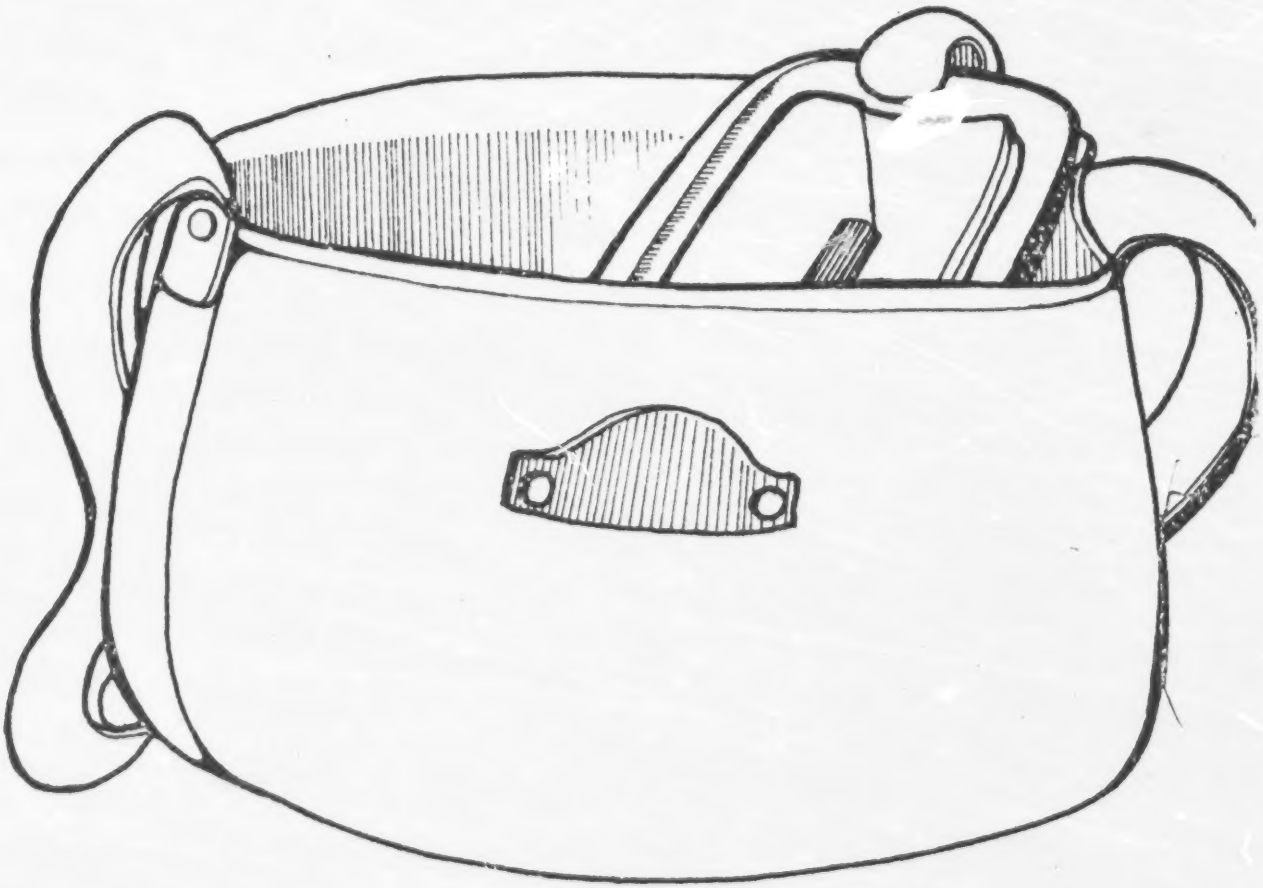
2. where's is pronounced as wherz.
what's is pronounced as whats.

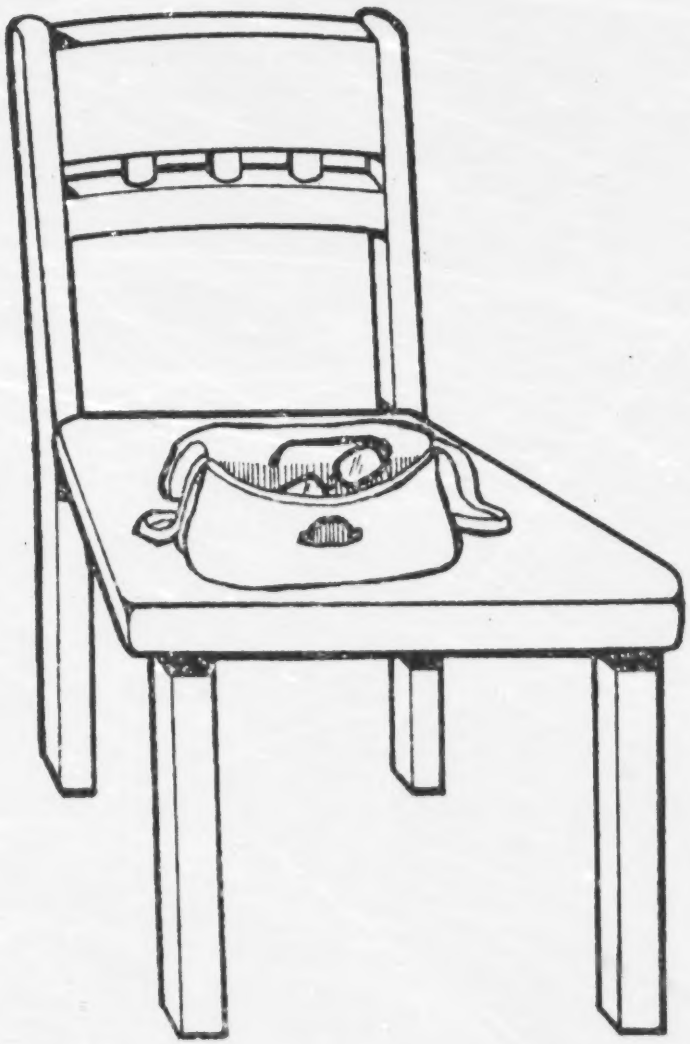
二、where's 的尾音是 z。
what's 的尾音是 s。

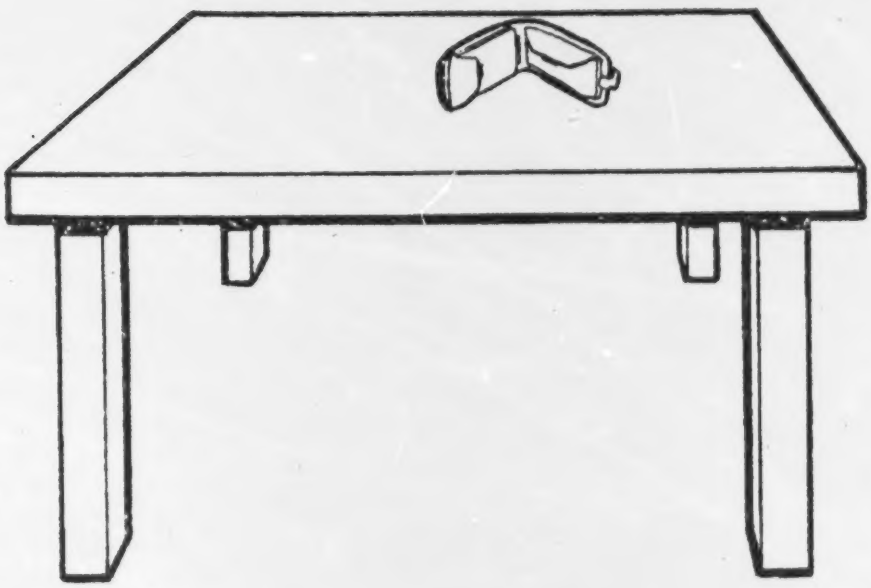


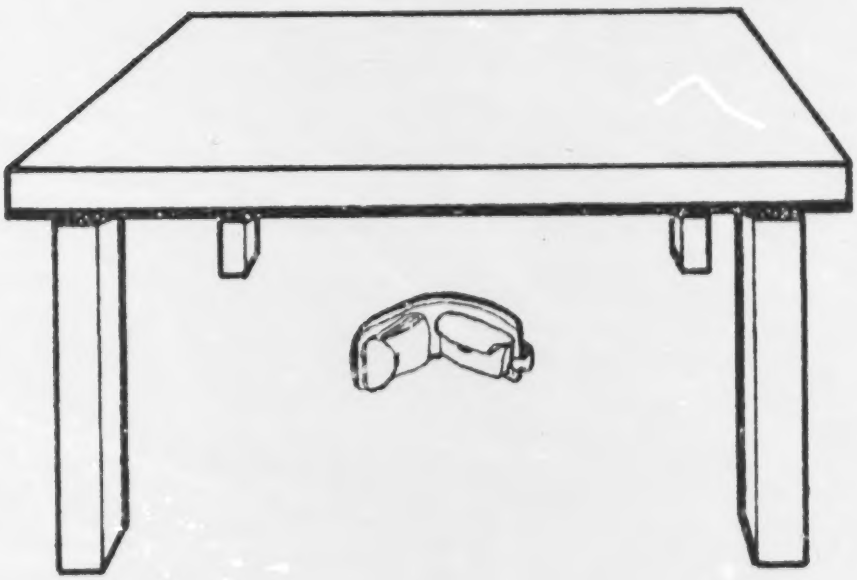


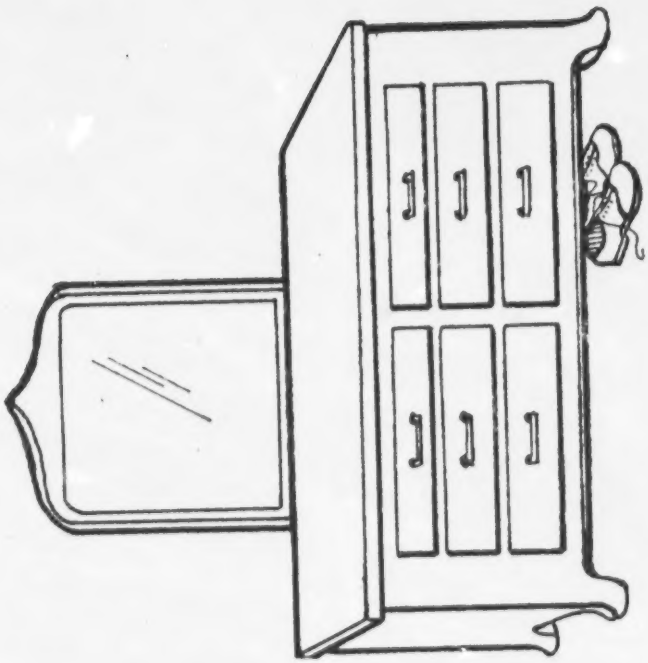


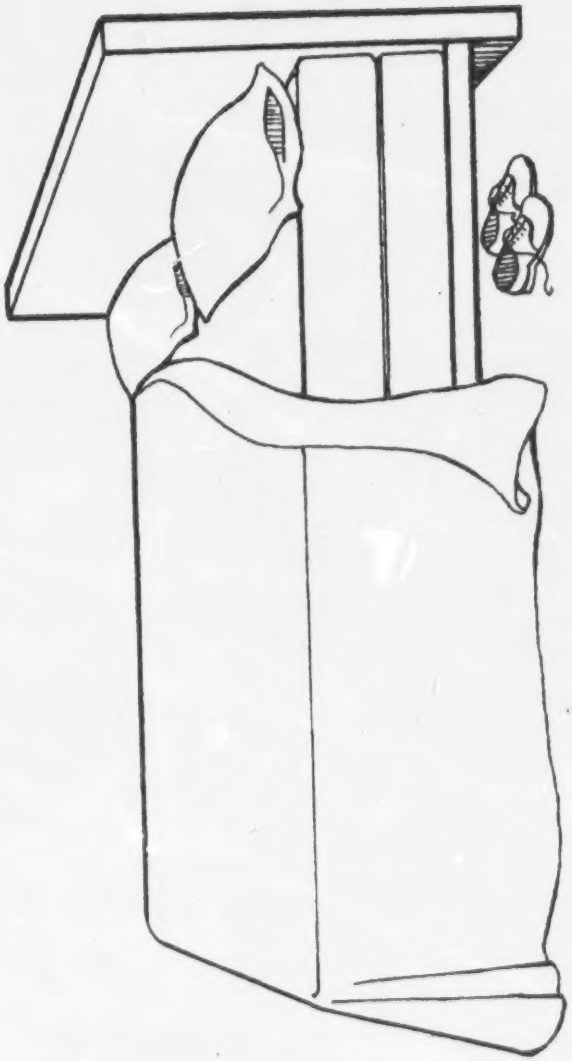


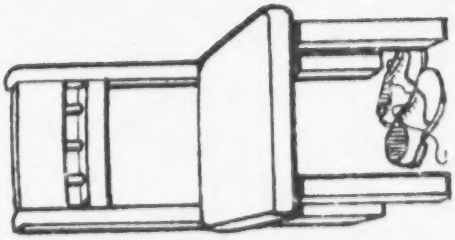


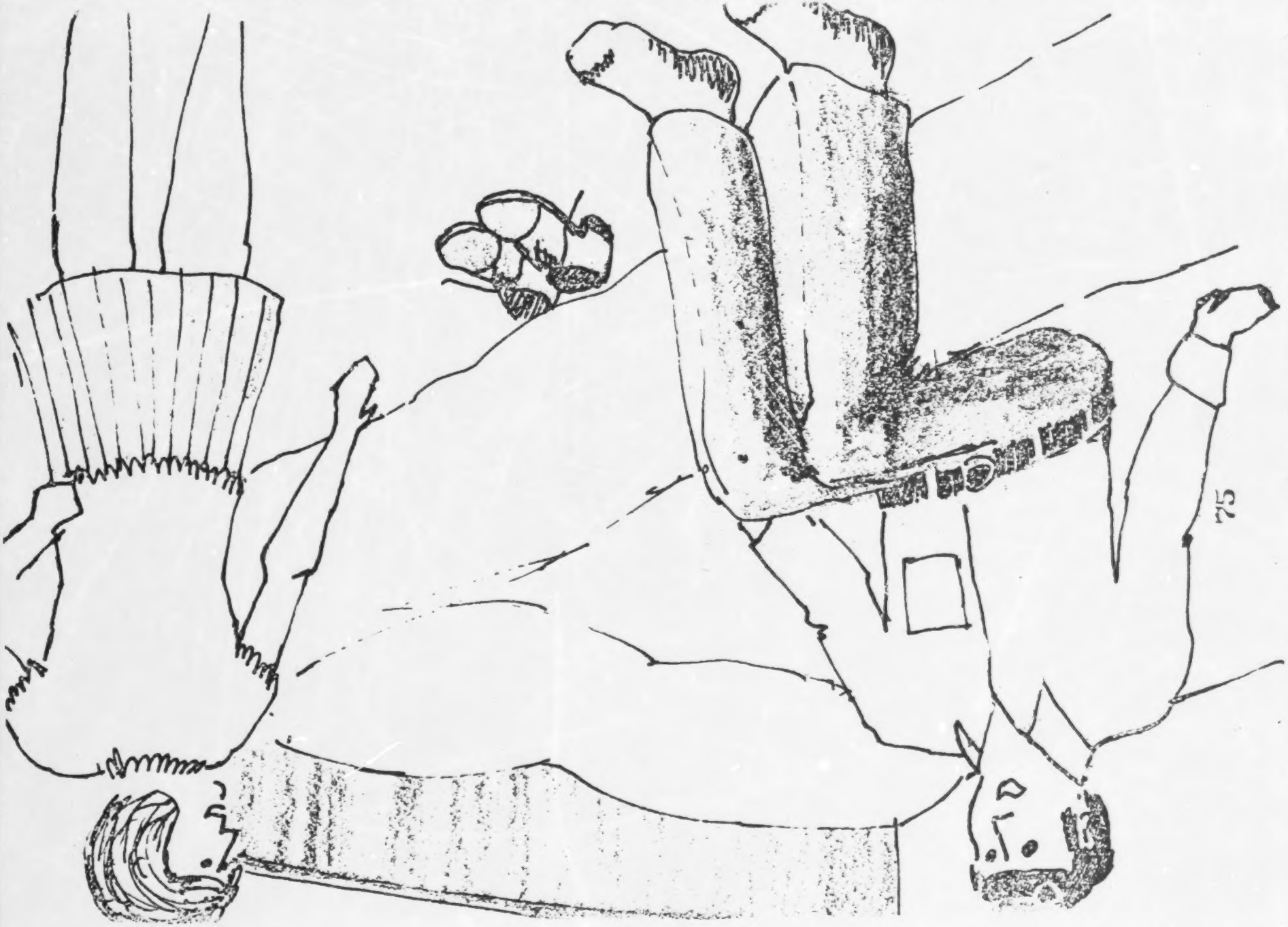


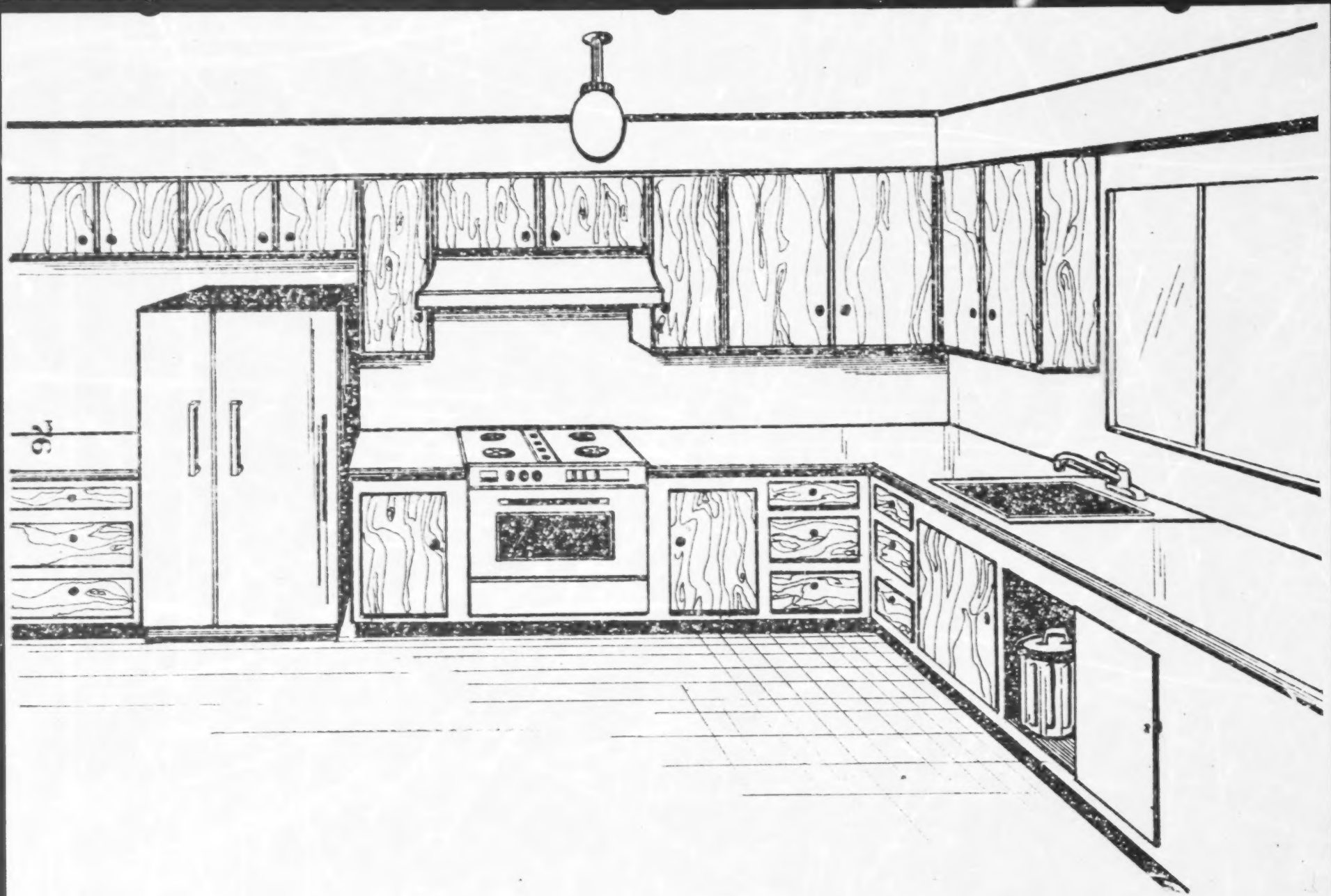


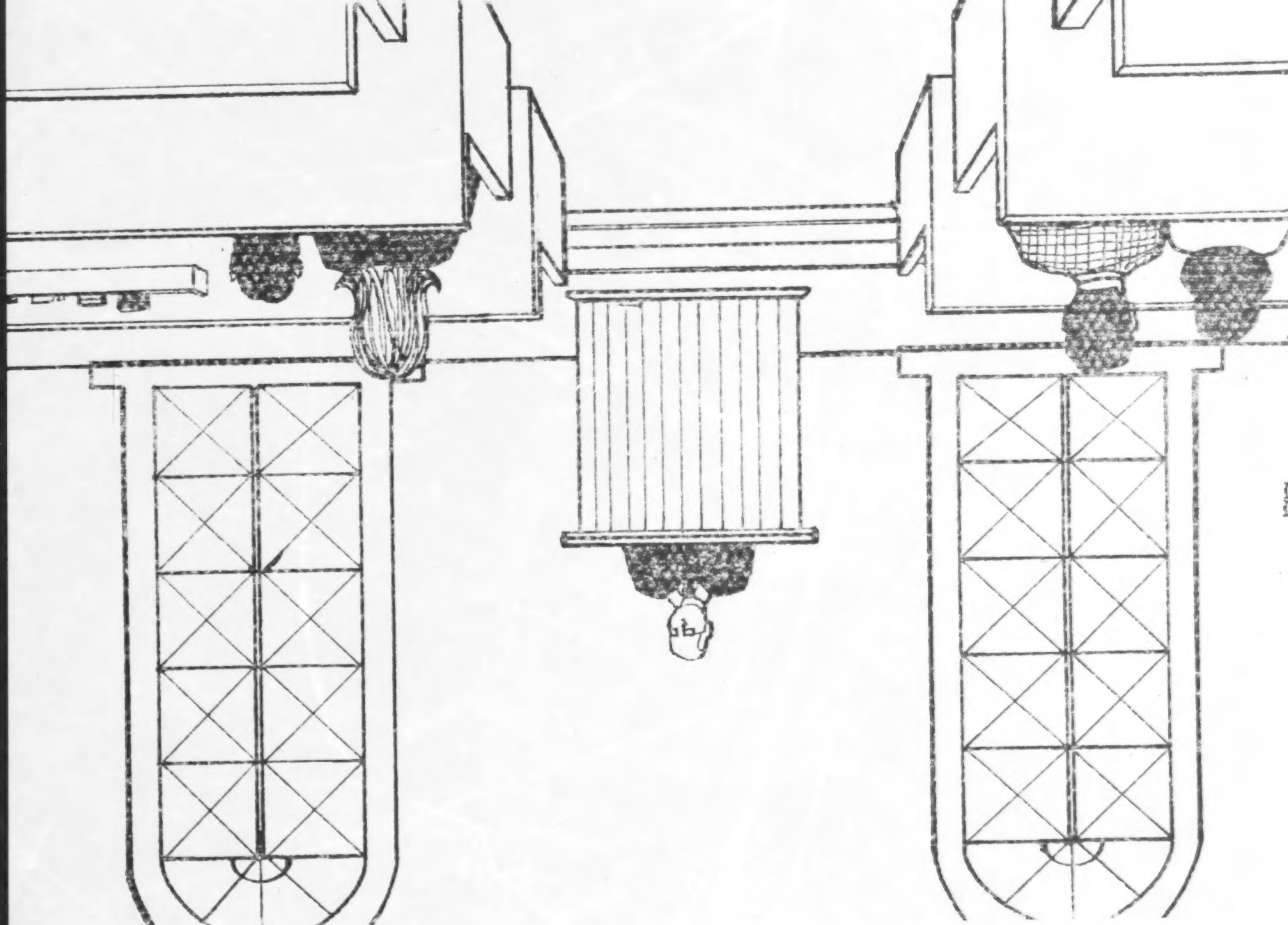












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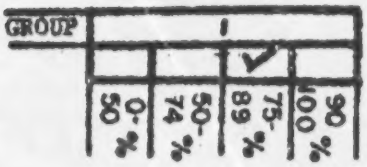
AP-280972Ø

LESSON NINE: EVALUATION

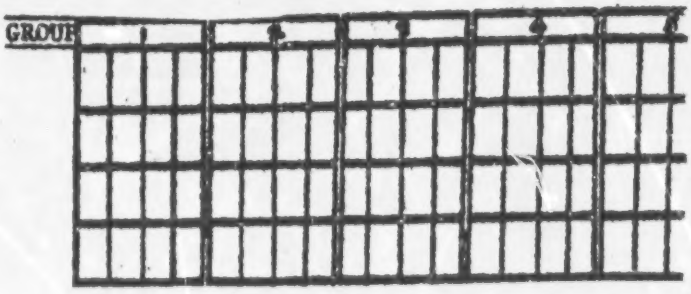
I. PRONUNCIATION (Check for correct stress and intonation)
Directions: Divide the class into groups and test each item with one or more of the groups. Indicate the approximate percentage of students performing acceptably in each group that you check, as in the accompanying example.

EXAMPLE (%)



Have students repeat:

1. Is the wallet in the purse?
2. No, it isn't.
3. Where's the refrigerator?
4. It's in the kitchen.



II. QUESTION AND ANSWER
Directions: Hold up pictures as cues and elicit answers/questions as indicated from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED	PERFORMING ACCEPTABLY
1. Are these glasses?	1 2 3 4 5	1 2 3 4 5
2. Is the lamp on the dresser?	1 2 3 4 5	1 2 3 4 5
3. Where are the shoes?	1 2 3 4 5	1 2 3 4 5
4. (S asks question using "Where.")	1 2 3 4 5	1 2 3 4 5
5. (S asks identity of item location.)	1 2 3 4 5	1 2 3 4 5

III. LISTENING COMPREHENSION
Directions: Give out the Student Evaluation Forms at this time. Read the following statements and questions to the class and have them circle the correct answers on their sheets.

1. The money is in the wallet.
2. The shoes are under the dresser.
3. The purse is on the chair.
4. Where are the pillows?
5. Where's the refrigerator?
6. Is the wallet under the table?

IV. READING
V. WRITING
- Directions: Have students do the Reading and Writing work on the Student Evaluation Form.

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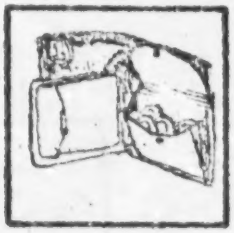
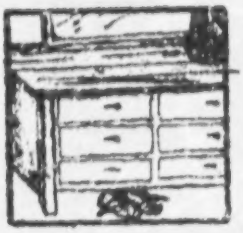
STUDENT EVALUATION FORM

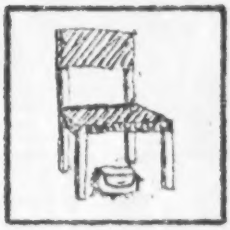
I. and II. Oral Exercises.

III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

1. 

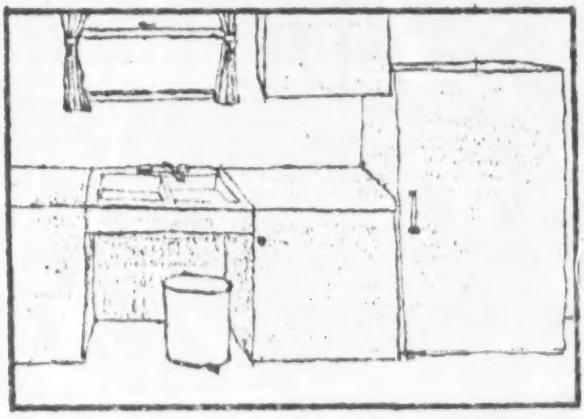
2. 

3. 

4.

On the bed.

Under the bed.

5. 

In the kitchen.

In the bedroom.

6.

Yes, it is.

No, it isn't.

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IV. READING

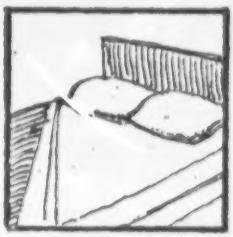
Directions: Check the correct answers.

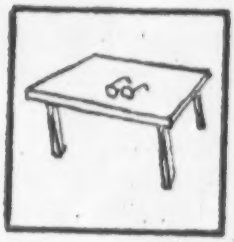
1. My wallet is _____my purse.
   - in
   - on
   - under

2. The lamp is on the _____.
   - table
   - chair
   - dresser.

3. My pillows are _____my bed.
   - on
   - under

4. My _____are on the table.
   - shoes
   - glasses





V. WRITING

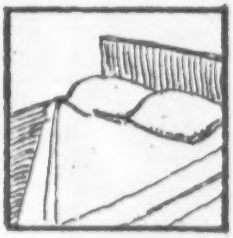
Directions: Write the missing lines in the dialogue.

Sue: _____?

Mrs. Lin: Yes, it is.

Sue: Where are my pillows?

Mrs. Lin: _____.



V. Press Releases

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THE RAFU SHIMPO
Monday, August 23, 1971

'Bridging Asian Gap' aim of adult program

A $125,000 federal grant will make it possible for the school district to find solutions to communications problems for the various groups of Asians immigrating to the Los Angeles area.

Funded under the Adult Education Act, the program, "Bridging the Asian Language and Cultural Gap," will be administered by the district's adult education staff.

"The project has been designed to reach two goals," says Abram Friedman, superintendent of the division of career and continuing education.

He says the first goal will be to develop instructional materials that fit the requirements of the Chinese, Japanese, Korean and Filipino language groups.

"Our research indicates that material is sadly lacking in this area, especially material that is relevant to Asians moving into this part of the state."

The second goal will be to conduct training sessions for English as a Second Language teachers in community adult schools.

"These sessions will concentrate on solving the sound and structural problems which Asian students may have, as well as solving problems which might arise in the classroom because of cultural aspects," Friedman says.

Mrs. Sadae Iwataki, a curriculum coordinator from Cambria Community Adult School, has been assigned as the project's director. The staff will be working at Marengo Center, 1200 Cornwell St., one of the district's administrative offices.

"It is apparent that the Asian population in Los Angeles is increasing at a tremendous rate," Friedman says.

"We have inspected the statistics and have found that significant numbers of Asians, who immigrate to this country, are coming our particular area to establish their new homes.

"The results of this project should give us the tools necessary to help these new residents in overcoming their communications problems."

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THE VAN NUYS NEWS
AND
VALLEY GREEN SHEET

August 25, 1971

School District to Develop New Program for Asians

A $125,000 federal grant will make it possible for the Los Angeles city school district to find solutions to communications problems for the various groups of Asians immigrating to the Los Angeles area.

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Kashu Mainichi
SATURDAY, AUG. 28, 1971

羅府の東洋系英語教育
企画主任に日系任命

羅府市学校区成人教育課のフライドマン氏によると最近羅府市のアジア系人口が急増し、日本人、中国人、韓国人及び比島人移民の語学問題解決の方法探求に連邦当局から十二万五千ドルの補助金が支給される。

フライドマン氏によるとこの企画主任としてケンブリヤ成人学校の教材課程調整者岩滝サダエ夫人が任命され、東洋系成人教育の方針やプログラムに就いて調査研究することになつた。

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THE DAE DONG

Korean Association of Southern California

1 December 1971

권희상목사 한국사회 소개

이달 4일 (토) 엘 에이 시고등학교 주최로 열리는 현지고사고등을 위한 세미나에서 권목상 목사는 한국무화와 교포들의 미국생활에 관한 연설을 한다.

한국 이외에도 중국, 베리린, 일본 등의 동양계 대표들이 나와 그들의 사회문화를 소개하게될 이 모임에는 140여명의 선정된 성인고등지들이 참석하게 된다.

한편 지난 주말 워싱톤에서 개최된 백악관 연도자 사회복지 회의에 유일한 한국인 대표로 참석한 권목사는 유씨엘에이 법과 교목이다.

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THE RAFU SHIMPO
10 December 1971

Educators hear talks on local Asian community

Speakers from the Chinese, Filipino, Japanese, and Korean communities presented talks on the socio-cultural and socio-economic backgrounds of their people to some 150 educators of the Division of Career and Continuing Education of the L.A. Unified School District at the Instructional Materials Center of the district, it was reported today by Mrs. Sadae Iwataki, project consultant for the Asian Project which sponsored the program.

Making the presentations at the Saturday's session were: Pei-Ngor Chen, Project Director, Demonstration Project for Asian Americans (Chinese); Dr. Milagros Aquino, instructor, Cal State Dominguez Hills (Filipino); Rev. Peter Kwon, Chaplain, L.A. County General (Korean); and Sachio Kano, social worker, Oriental Service Center (Japanese).

This was the first in a series of in-service training sessions to be sponsored by the project entitled "Bridging the Asian Language and Cultural Gap," a federally-funded program designed to benefit the Asian student in adult English as a Second Language classes, according to Mrs. Iwataki. The project was funded for the 1971-72 year under Section 309(b), Title III, Public Law 91-230 of the Adult Education Act, and is a curriculum development and teacher in-service venture under Adult Basic Education.

The Project staff, composed of bilingual, bicultural teachers and linguists, was introduced on the program. They are: Young Ahn (Korean), Neonetta Broussard (Tagalog), Wei-lin Lei (Cantonese), Henry Li (Mandarin), curriculum writers; Roger Nakazawa, media specialist; Carol Wayinire, reviewer, and Jaine Hagiwara, secretary. Representing the Japanese language group is Mrs. Iwataki.

Also appearing on the program was Robert Rumin, Supervisor of Adult Basic Education.

The second session of the in-service will take place on Saturday, February 5, 1972, and will present socio-linguistic information on the Japanese and the Koreans to identify and explain the problems they have in learning English. The final meeting, scheduled for Saturday, April 8, 1972, will focus on the language problems of the Chinese and the Filipinos, it was announced.

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KASHU MAINICHI

Febuary 12, 1972

Language patterns explained

"Japanese English" or "Korean English" become the end product when a non-native speaker transfers the language patterns of his native language to that of English. This was pointed out by Japanese and Korean language specialists speaking to a gathering of some 140 educators of the Division of Career and Continuing Education of the L.A. Unified School District on February 5, at the Instructional Materials Center.

The meeting on the socio-linguistic backgrounds of the Japanese and Koreans was the second of three in-service training sessions for teachers of English as a Second Language. It was sponsored as a part of the federally-funded Adult Basic Education project, "Bridging the Asian Language and Cultural Gap," announced Mrs. Sadae Iwataki, project consultant.

Dr. Sumako Kimizuka, a professor in the Asian Studies Department at USC and a supervisor of Japanese language classes in the city and county high schools, and Chang Ho Lee, professor of English and Linguistics at Hancock University of Foreign Studies in Seoul, spoke on "Aspects of the Japanese and Korean Languages and their Relation to the Learning of English as a Second Language." Both drew on their experiences as teachers of English to students in their countries and were able to give practical advice to the teachers in working with their Japanese and Korean students.

Assistant Superintendent Abram Friedman of the division addressed the teachers on behalf of the district, and commended them for their interest in seeking information that would help them better serve their Asian students.

Robert Rumin, supervisor of Adult Basic Education, gave the teachers background information on the funding of the project.

Also participating in the program was Young Ahn, the Korean teacher-consultant for the project, who introduced the Korean speaker. Chairing the session was Mrs. Iwataki.

Other members of the ABE and project staff assisting in the program were:

Nettie Broussard, Lonnie Farrell, Jim Figueroa, Jaine Hagiwara, Wei-Hu Lei, Henry Li, Roger Nakazawa, Angie Salazar, and Carol Waymire.

The final in-service training session for the year will take place on Saturday, April 8, and will deal with the linguistic backgrounds of the Chinese and Filipino students. The curriculum materials being developed by the project will also be previewed at this time.

The Hankook Ilbo 西紀1972年2月17日 (木曜日) (10版) 【日刊】

효과적영어교습법강의

L A 성인학교 교사대상 강연회

"로스앤젤리즈"교육청 산하 성인학교는 지난5일 일선 성인학교에서 활동하고 있는 영어교사 1백40명을 모아"아시아"인의언어및 문화의 "갭"을 메우는길"이란 주제로 제2회 강연회를 열었다.

영어를 제2외국어로 하고있는 동양계 미국인,특히 한국과 일본인의 언어장애와 이에따른 사회문제를 다룬 이날 강습회에는 "유.애스.시"동양학과 교수 "수마"고.기미즈가"박사와 한국외국어대학 이창호교수가 강사로 나왔다.

두 교수가 내린 결론은 소위 "로리언.일글티쉬"나"재피니스.일글티쉬"로 둘러두는 동양식 영어는 동양인들 자신이 모국어 사용관습에서 벗어나지 못하기 때문이라는데 귀착하고 이를 없애기 위해서는 교사들이 먼저"모국어 사용관습을 영어에 적용할지 않도록 학생들을 교육해야 한다"고 강조했다.

이날 강습회는 일본인"사다에 이와다끼"여사와 한국어교습고문인 이성시에 의해 진행되었다.

"아시언의 언어및 문화의"갭"을 메우는 길"이란 주제의 성인학교 영어교사 강습회는 연방정부의 보조를 얻어 1년에 3회에 걸쳐 진행되는데 1회강습에는 지난해 12월4일 갈은장소 에서 열었으며 3회 강습회는 4월8일 있을 예정이다.

February 19, 1972

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What's so hard about English?

By SADAE IWATAKI

Why do the Japanese have so much trouble with their "r's" and "l's" when they "practice English"?

What makes the Chinese sing-song their sentences?

Why do the Filipinos sprinkle so many "p's" in their speech?

What makes a Japanese accent . . . a Filipino accent . . . or any other foreign accent?

There is a very logical explanation to all of these phenomena, say the language experts, and it all hinges on how a person's native language habit interferes with his learning of a new language. And in this explanation lies the key to solving the specific problems that foreigners have in learning English, they say.

Take the Japanese and their "rots of ruck" stereotype, notwithstanding, these sounds do cause them so much confusion, and no wonder: there is no "r" or "l" in their language—just something in between.

As for the Chinese and their sing-song pattern, it's the natural result of a lifetime habit: theirs is a tone language, and the sound "ma", for example, has nine different pitches and nine different meanings in Cantonese.

The Filipino's English contains so many "p" sounds because there is no "f" sound in Tagalog, and his natural tendency is to replace all the English "f's" with "pi's".

"Good night" becomes 'gun nigh" for the Korean because of the influence of the "n" sound in "night" on the "d" sound in "good".

The various "accents" that foreign-speaking people have are simply carryovers from their own native language.

A group of Asian linguists and teachers have been engaged in research for the past few months, analyzing their languages and comparing them with English, in order to pinpoint the specific difficulties that the Chinese or the Filipinos or the Japanese or the Koreans have in learning English.

They have developed a phonological chart (listing the sounds of the English and Asian languages) which shows at a glance whether or not a particular sound of English also appears in a given Asian language. If so, that speaker will have no problem in making that sound (e.g., "mama" or "papa" for the Japanese). If not, the non-native speaker will substitute familiar sounds from his own language for the unfamiliar sounds of English (e.g., "hoke-ku" for "fork").

They are using this information to develop special instructional materials for Asian adults attending classes in English as a Second Language in the Los Angeles Unified School District.

[illegible] Asian Education [illegible] members of a special project which was created as a result of the recognition of a growing need to help the Asian adult learn English in the most efficient and effective way.

There has been a great influx of immigrants into the United States from the Asian countries as a result of the Immigration Act of 1965 which removed the rigid quota system and instituted a new method of determining immigration. The majority of the new immigrants are non-English-speaking, and consequently they are facing great difficulty in finding employment and in otherwise fitting into the mainstream of American life.

The Los Angeles Unified School District has one of the largest adult school systems in the country, and classes in English as a Second Language (ESL) constitute over 40% of the total program. Many of these ESL classes exist in areas with a large Asian population, but to date there have been little or no instructional materials designed specifically to help the Asian adult learner. And teachers have been given no resources to aid them in understanding the problems and needs of their Asian students.

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Recognizing this need, the staff of the Adult Basic Education program through the Division of Career and Continuing Education developed a curriculum-development and teacher-in-service project which was funded for $125,000 in July, 1971 under Section 309 (b), Title III, Public Law 91-230, the Adult Education Act.

Entitled "Bridging the Asian Language and Cultural Gap," the project has two objectives:

1. To develop instructional materials designed specifically to meet the needs of the Chinese, Filipino, Japanese, and Korean language groups.

2. To establish in-service training sessions for ESL teachers on the socio-cultural and socio-economic backgrounds of their Asian students.

Project consultant is Mrs. Sadae Iwataki, on leave from her post as Curriculum Coordinator at Cambria Community Adult School. The project staff consists of bilingual, bicultural teacher-consultants who are specialists in the fields of education and linguistics. They are: Young Ahn, linguist and former professor at Seoul National University; Neonetta Broussard curriculum writer and teacher of Tagalog at UCLA and for the Peace Corps; Wei-lin Lei linguist and teacher of Cantonese at USC and for the adult schools, and Henry Li, teacher of Mandarin at Bellflower Union High school and at LACC.

Also on the staff are Roger Nakazawa, graduate of the USC School of Architecture and an active community worker, who serves as the media specialist; Carol Waymire, teacher at Cambria Community Adult, in Chinatown, and in the Peace Corps, who is the reviewer, and Jaine Hagiwara, formerly of the Division of Planning, Research, and Development, who is the project secretary.

Aside from giving special help to teachers who teach pronunciation and grammar to the Asian students, the project staff is bringing socio-cultural and socio-economic background information to them. Teachers of foreign students have long been puzzled by such questions as:

"How can I get my Asian students to speak out?"

"My Japanese students turn in perfect written work, but they can't understand a word I'm saying!"

"My Chinese student comes to class bright and early, but he promptly falls asleep!"

For the answers to these and similar questions, the project staff called on its many community resources and from their recommendations selected four representatives who appeared before a group of some 150 educators on Saturday, December 4, 1971, in the first in-service training session of the project. They are: Pei-Ngor Chen, project director of the Demonstration Project for Asian Americans (Chinese); Dr. Milagros Aquino, instructor at Cal State Dominigue Hills (Filipino); the Rev. Peter Kwon, chaplain at L.A. County General-USC Medical Center (Korean), and Sachio Kano, social worker, Oriental Service Center (Japanese).

Why are the Asians so reticent about speaking out in class? Because of a variety of reasons, ranging from the historical background of clan intrigue and national isolation of the Japanese to the pride of the Asians which would cause them to remain silent rather than risk making a mistake.

Why can't the Asians communicate orally? Because they have been taught English by the translation method mainly, and by non-English-speaking English speakers.

Why does that student fall asleep in class? Because he has come directly to school after putting in some 14-plus hours of work at two jobs.

From the speakers' presentations the teachers now have a better insight into the problems and needs of their adult Asian students.

Subsequent in-service sessions include: (1) the language backgrounds of the Japanese and Korean students on February 5, 1972, and (2) linguistic information on the Chinese and Filipino students on April 8, 1972.

The project staff is writing lessons and making charts, pictures, transparencies, and tapes for the Asian students in the English classes. They are being field-tested in classes in Chinatown, Little Tokyo, and the Cambria, Belmont, Dorsey, and Gardena areas where there are many Asian students.

After the instructional materials have been evaluated and revised, they will be made available at the state and national levels.